

Royal Schools of Music

Unions act in 11-plus row

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He was surprised that anyone had been taken aback by their plans to reinstate the fl-plus. "We said we would keep grammar schools six months ago. It must have been obvious there would be some form of selection."

The Conservatives were realists and had always recognized that once the Education Bill became law they would have to accept the fact that

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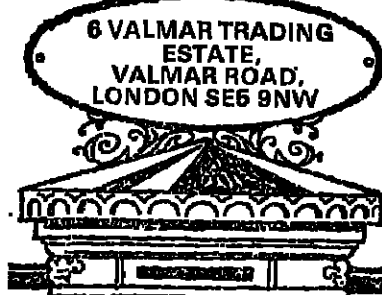
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How Mr RSG went over to the other side

Mark Vaughan on the new secretary of the Association of Metropolitan Authorities

Tom Caulcott has taken up his post as new secretary of the Association of Metropolitan Authorities at a crucial moment for local government, highlighted this week by the publication of the Layfield report on local government finance.

He is one of that rare breed of senior civil servants who, quite late in life, jumped horses in mid-stream to leave Whitehall and take up the cause of local authorities. In so doing, he takes to the AMA, according to both the Department of the Environment, who have lost him, and many local government people, who are very pleased to have gained him, a wealth of information and experience which will help make an even greater reality of the flourishing new relationship between central and local government.

It was exactly a year ago that the Government and the local authorities set up their joint consultative council on local government finance, described by some as a major breakthrough in consultation and participation. Earlier this year the DES and the Council of Local Education Authorities established the expansion steering group for education, the first of several such groups which confirm the new attitude by both sides.

In response to repeated hammerings by the local authorities, it seems that Whitehall's dons are gradually being tamed. Interestingly, it is said, the two sides now speak in a common language. The Government are taking the local authorities into their confidence, thrashing out the implications of government policies and decision-making. It has become a two-sided affair.

There are possibly many senior civil servants who say they not only believe in the better relationship, but also in the status and importance of local government's role in society today. In this respect, Tom Caulcott, more than most, has put his money where his mouth is, and joined the local authorities.

Throughout his Civil Service career, which taken him to the Treasury, the Ministry of Housing and finally the DoE, where he was under-secretary with responsibility for local government finance policy, and coordinating the department's evidence to Local Govt. He has always been a firm believer in local government, and he has argued strongly in favour of improving the relationship between it and central government. If contact between the two had been diminished and relationships had, he says, he would not have applied for the AMA job.

Having made the switch at the age of 40, for a mixture of reasons, he is now, as one member of the AMA put it, a gatekeeper turned poacher. But far from being cautious in talking about their valuable new asset, leaders of the AMA are openly proud that they have a man who knows government machinery and departmental procedures backwards. This will undoubtedly be one of Tom Caulcott's greatest immediate contributions to the AMA.

With his senior responsibility at the DoE, he was frequently sitting beside Mr Croxall and in his three years at the department (where he was known as "Mr Rate Support Grant") and in his previous jobs, he has developed an expert knowledge of how ministers think and how governments come to their conclusions.

His reasons for making the switch include promotion (his new salary of £16,500 is now almost as much as a first permanent secretary gets), but more important, they include a feeling of frustration caused by the restricted scope he had in the DoE. (Although he feels the AMA should not worry about him quitting in the near future, he points out that he has also never stayed in a

job for more than three years, and his move from the DoE to the AMA completes another three year cycle for him.)

In his new job he will be dealing with every aspect of local government affecting the metropolitan authorities, and, unlike his previous job, dealing with practically all government ministers. "My interests now are in wide ranging jobs on central issues. That is why I wouldn't have been interested in a job with an individual local authority. I'm no good at the local issues. This is a national job and this is what I wanted."

His appointment is all the more interesting because it follows that of Peter Sloman, who left the DES two years ago to take up his post as the AMA's chief education officer. Two powerful men appointed to two powerful positions in such a short time can be taken two ways. Either the metropolitan authorities could offer no suitable candidates for the jobs or there are a number of senior civil servants who really believe in local government.

Tom Caulcott is described by people who have worked with him as very able, very quick, highly articulate and a man with a penetrating and inventive mind. It is said he is competitive, a combative and "intellectually pugnacious". As chairman of numerous rate support grant meetings, he was extremely competent. One colleague said: "Those meetings usually had 60 to 70 people in them. Despite being a small man, he managed to dominate the lot of them, and he always got his subject up well, but

then he did have a lot of officers in the DoE to brief him."

The difference between working in the Civil Service with the machinery available to an under-secretary and working with the relatively small secretariat of a local authority association is going to be the biggest shock for him. He himself adds: "The toughest aspect of my new job is going to be the absence of organization which central government has, particularly when this is added to the shortage of knowledge of the local government world from the inside."

He was educated at Solihull School, an independent boys' school, before reading law at Emmanuel College, Cambridge. If asked when his career began, he tends to dismiss everything before 1956 when he became a principal in the Treasury supply division.

Part of this job involved dealing with personnel and organizational problems in the Home Office; he points out that much Home Office work in those days was local government expenditure. Another part of the job was dealing with expenditure in the Ministry of Housing and again he points to the very strong local authority involvement.

He won a Harkness Fellowship to America for a year in 1960, and, on returning, began a three-year stint as private secretary to two successive Conservative Chancellors, Selwyn Lloyd and Reginald Maudling.

After Labour's success in the 1964 election, Tom Caulcott was promoted to assistant secretary and for six months in the new Govern-

ment he was George Brown's private secretary in the Department of Economic Affairs. A colleague of Tom Caulcott said life under George Brown was the most traumatic experience of his life, and that it nearly broke him. Tom Caulcott himself is much more diplomatic and says it was "not easy" and that George Brown made life "very wearing for six months."

In 1965, still as an assistant secretary, he went back to the Treasury for a year, dealing mainly with personnel. In his next job in the Ministry of Housing from 1967 to 1969, he dealt with the financial side of planning and the Land Commission.

He reached the position of under-secretary in 1971, a year after he had returned to the Civil Service Department where he had "an entirely organizational job" working on the Machinery of Government Group from 1970 to 1973. He feels the Civil Service did an extremely good job with this "absolutely reorganization" of government departments which was implemented soon after the Conservatives were returned to power in 1970.

He says he is not surprised that he was last promoted in 1971, though it helped his decision to go for the AMA job. "There is nothing wrong about your path being blocked; it happens to all of us." It is widely believed that had he remained in the Civil Service he would have been promoted further.

One local government officer said senior civil servants often profess an ignorance of education but that this was usually a false modesty, "almost an acquired mannerism". It is difficult to discover exactly what Tom Caulcott does know about education—he says he knows nothing about it from the L.E.A. point of view, although he does know a change that rapidly. His idea of "educate" himself, partially explains his present 12-hour day.

Since the rate support grant was one of his major responsibilities at the DoE, he was closely connected with L.E.A. expenditure on education. Now, he will be on the other side of the negotiating table. "I think education must stay a local authority service. I would never believe, for example, that teachers' salaries could be paid by anyone other than the L.E.A.s. I think that is an excellent thing, but I don't know very much about it yet."

"Although education may not in my view be the most important local authority service, I don't think there is any other which is more important, and it is of course the biggest spender."

He sees his job in the AMA as trying to harness the expertise, ability and knowledge of the member authorities and then bringing the elected members of the association. Another colleague said: "Being accountable to his members is going to be one of the biggest strains for Tom."

Of the AMA Tom Caulcott says: "It is the primary defender of the metropolitan government, and it is going to be efficient as a defender then it has got to be able to rely on all of its members for resources and support."

After only three weeks in the Tom Caulcott, who has already been described as a driver of the fairly confident, he can persuade the elected members and the association's employees to achieve his aims.

With his background, experience and abilities, Tom Caulcott has a particular contribution to make to the AMA. One senior civil servant commented: "Sometimes he is so quick at penetrating that he leaves you completely lost and in a daze. He is a very valuable asset for the AMA."



Tom Caulcott: "competitive, combative and intellectually pugnacious"

DES shelve regional plan

Proposals by the Council for Local Education Authorities to strengthen regional machinery for approving regional and college courses have been shelved by the Department of Education and Science.

No statement is expected from the DES. Instead, proposals for the Further Education Advisory Council in the Regions (FEACs) will be submitted to the Education Secretary this week in the Layfield report on

local government finance and the expected Government plans for devolution. Mr. Gower, Minister of State for Higher Education, may be prepared to consider a regional body for higher education as an alternative, possibly with some strengthening of the existing regional machinery.

Meanwhile, the Council for Local Education Authorities (CLEA) has been asked to consider the possibility of a regional body for higher education, but forward last year's proposals to the Government.

Mr. Gower said that the Government was not planning to set up a new body based on the universities to look after the local of progress for teacher education last year.

Two main reasons are given for not setting out the CLEA plan—proposals from the universities to inclusion within regional machinery and pressure from the Committee of Directors of Polytechnics for a central body for forward last year's proposals to the Government.

Mr. Ashley Small, chairman of CLEA, told Mr. Gower of the anxiety about the lack of progress in "the very urgent matter of regional machinery."

Mr. Gower said it was impossible to make progress until Layfield's report and the Government's issued their plans for English devolution.

The forces of the right in education are on the offensive. The threat is flowing from the other side now. Dr. Rhodes Boyson, MP for Brent North, told 70 of the party faithfuls at last Sunday's meeting of the National Council for Educational Standards in London. In a rousing speech, he told them not to be depressed. They could win through, particularly if councils like Tameside

were bold enough to bring back selection. He promised them another Black Paper next year. It would deal with what could and should be done about parental choice, large comprehensive exams and the curriculum. "We must beat the ideas with better ideas," he thundered.

FRANCES STADLEN reports

'French for all' blamed for drop in standards

Teaching French to children of wide ability in the lower forms of comprehensive schools has coincided with a sharp decline in examination passes and in the number of students reading French at university. There has also been a declining interest in foreign languages and a crisis in teacher supply, Dr. A. R. A. J. Pettit, head of Middlesbrough Grammar School, told the council.

He blamed the decline of standards in modern languages on comprehensive reorganization, the difficulty of setting staff, over ambitious curricula and confusion over methods.

Dr. Pettit, an historian, had done some sums on the numbers and types of students, pupils, courses and examinations. He also produced the results of his own recently completed survey among schools.

He aimed to compare the state of modern languages in 1965 and 1975 in 200 schools. He chose eight pairs of districts, each pair geographically and sociologically similar, nine reorganized for seven years, the other retaining the selective system.

Only 45 per cent of his sample replied to his questionnaire. Dr. Pettit wondered whether the silence was eloquent in some instances. He decided that, although he could not claim that his findings were scientific or that they were anything other

than impressionistic, he had enough data and detail on individual schools to offer his audience some "useful generalizations".

Dr. Pettit's survey suggested that "where selective schools in large conurbations had been reorganized into zoned comprehensives, had introduced French to 75 per cent of the pupils and had tried to maintain a range of languages, the total number of candidates and pass rates had both fallen dramatically."

"These schools are living off the five days. The figures would not be so alarming if there was a corresponding increase in the pass rates of reorganized secondary moderns, but there is not."

Dr. Pettit had also compiled relevant information from other sources. He had done his sums from the DES Statistics of Education and from research done by the universities of York and Sussex.

There had been a decline in the number of graduates suitably qualified to teach foreign languages in a good standard. The number of postgraduate certificate of education students in French had decreased and the number of students with degrees in French had gone down by 5 per cent between 1970 and 1973 and those with joint French and German degrees by 40 per cent.

The outlook for language teaching was not good. Applications to read French at university had fallen from 2,278 in 1965 to 1,728 in 1975.



Davis: "misdirected research"



Hutton: "the able are deprived"



Boyson: "beat bad ideas"

Schools Council accused

Mr. Robin Davis, secretary of the Oxford and Cambridge Schools Examination Board, launched an attack on the preparation, content and dissemination of the Schools Council's report on the 16-plus exam proposals.

If the exam is thrust upon us, he said, "it will be based on inadequate and misdirected research, it will lower standards and it will cost a bomb."

He described the report's suggestion that the proposed system would be no more expensive than the present one as "a breathtaking leap into a financial cloud cuckoo land."

He accused the Schools Council of lacking the courage of their own convictions and of fearing "a really searching and time consuming debate."

CSE entries rose from 8,000 in 1965 to 96,000 in 1975. However, said Dr. Pettit, adding the 12,400 CSE grade one passes in 1973 to the O level total for the same year brought the number of passes to 99,000, which was only a 13 per cent growth since 1962 despite the massive expansion of CSE French.

A level French passes had been fairly constant between 1965 and 1971 but they had fallen by 1,450 between 1971 and 1973.

The reason the Schools Council were pressing on regardless, he said, was because "they desperately need a success, especially in their lower echelons. They were shot down by their own governing council over Q and P, had the governing council overruled by the then minister over 20 grades at A level, and official by the governing council and minister, were a Pyrrhic victory in that, for once, the NUT caucus were out-manoeuvred."

The power of this caucus to divide and rule the fast and determine the exams and perhaps the educational future of a whole generation was formidable. It matched the power of the TUC to determine the nation's pay and taxes, he said.

'Landscape of war' in London

Mr. Patrick Hutton, head of St Marylebone Grammar School, which is at the centre of a comprehensive reorganization row in Inner London, said the decision to abolish selection had turned London

into "a landscape of war, littered with shattered ideals and tacitly abandoned principles."

It was the able children who were deprived, he said. This was due "not only to ill qualified, and not

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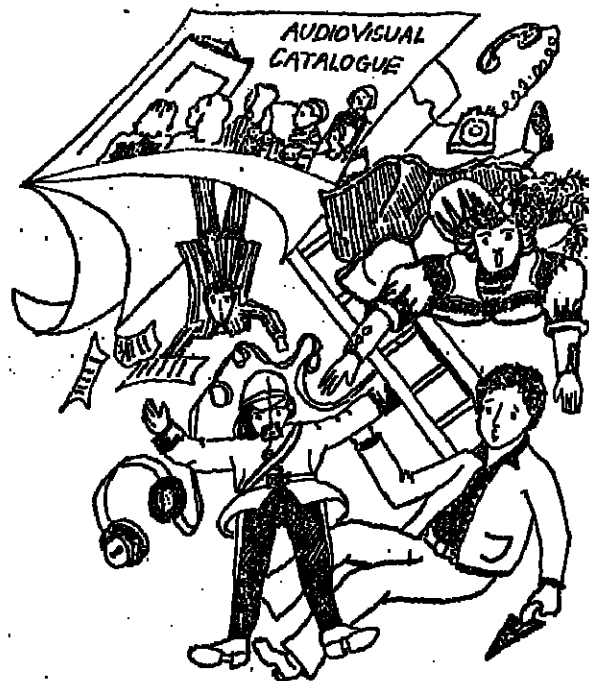
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The Times Educational Supplement

A major French innovation in vocational training stirred up controversy among European educationalists who met last week to discuss the possibility of harmonizing educational qualifications across the continent.

Its essence is to abolish traditional final exams in favour of continuous assessment, but to do so without devaluing the certificate awarded at the end of the course. Its importance is that, after a four-year trial period, it seems to be working.

The experiment was news for almost all the 36 experts in vocational and technical education from 22 countries who attended a symposium in Le Touquet last week. In the field of vocational training, it seems, no other country has made as ambitious a move as France. What is more, it was done with the backing of the French Government, who had to overcome what at first seemed like insurmountable problems with teacher and other trade unions.

It was in September, 1972, that the French Government set up special courses in 13 colleges of technical education. These covered building and engineering trades, the clothing industry, administration and commerce. The basic principle was to replace the "costly, inaccurate and time-wasting" annual system of exams without undermining the status of the vocational diploma.

Students who pick this full-time course begin it at 14 and finish at 18. While one of the most important principles is to provide an incentive for students to "not based on failure", many of the students are adolescents who have already experienced some degree of failure at school. Indeed, for some it appears the choice was based not on special abilities but on being unable to adapt to normal secondary education.

The ingredients of the French experiment are continuous assessment, team teaching and, in place of final exams, unit credits awarded after each section of the syllabus. All of this was highly relevant to the symposium since the delegates, all guests of the French Government, were there partly to look at different systems of vocational training which included the award of credits. They were asked to discuss educational credits, modular courses and any other systems which would in the words of the Council of Europe "seem likely to promote mobility (of labour) and to harmonize at a European level the conditions for obtaining a diploma or qualification".

What surprised the delegates (three of whom were from the United Kingdom) was that, right from the beginning of the experiment, the standard of the diploma has not only been maintained but that the percentage of passes has increased every year. The delegates were told by those who set up the experiment, and who have openly condemned the conventional exam system, not least because they "fail to measure what they set out to measure", that they are confident of an even greater success in future.

By any definition, the experiment in the colleges of technical education is a brave one. Last week it was attacked, defended, praised and criticised, but Ministry of Education officials from half-a-dozen



Mercedes factory, Stuttgart

On the road to Europe

French and German experiments in technical training may lead the way to international recognition of vocational qualifications. Mark Vaughan reports on a Council of Europe symposium

countries described it as "extremely courageous".

That said, some of the more educationally advanced countries, such as Britain and West Germany, argued that their thinking was already going along the same lines. West Germany recently joined France to set up an experiment in vocational training for 14- to 18-year-olds, involving a sandwich course of two days in school and three days in local industries. The schools chosen for the Franco-German experiment—which received glowing praise in the symposium's final recommendations—are in border areas of the two countries, to make it easier to run and compare results.

If the Council of Europe accept the symposium's recommendations, which is likely, then all member governments will be told to actively encourage their own "Franco-German" experiments. Continuous assessment and abolition of final exams are also central aspects of this experiment, which started in September, 1975. The local engineering industries include big firms like Mercedes Benz as well as the small ones, but all are

able to offer five main technical trades to the students. The United Kingdom delegates were Mr Frank Fildes, deputy chief officer of the Technician Education Council, Mrs Olive Fox, head of research and development at the City and Guilds of London Institute, and Mr C. S. Mutch, an ILM in the Scottish Education Department. They gave a cautious welcome to both experiments, reserving slightly more enthusiasm for the Franco-German one.

A criticism of the French experiment was that it was too young to ask students to make a choice. It should be postponed for at least a year.

Since many trades initially required the same types of skills, then, the argument ran, students studying them should be grouped together at the beginning rather than separated. This would enable them to delay a final choice of trade for as long as possible.

Inevitably a criticism of the symposium was that the "star performers" of the Franco-German experiments resented the discussion, with France and Germany giving out all the information and, to some degree, forcing the other countries into the position of "recipients" rather than participants.

The symposium's final report contained a strong warning against vocational training which allowed credits (and therefore ultimately the diploma) to be acquired separately from the general education which the student ought to be getting as well. The French experiment has shown a genuine temptation for students to concentrate on the vocational aspects and ignore, or leave to the very last moment, his general education.

A further point, which particularly worried some of the French teacher unions was the fear that in the wake of the French and Franco-German experiments, vocational training in France might be developed on a regional, instead of a national level. They said that only would this lead to increased differences between courses and diplomas, but also to the spread of courses in private schools and even to local industries awarding their own diplomas.

Another conclusion endorsed by the whole symposium was the abolition of final examinations must never lead to abolition of the vocational diploma. This would ensure "a safeguard for the individual as well as a safeguard for society itself". The report went: "We must therefore surround ourselves with a maximum of guarantees in assessment, and always make sure that the objectives we define are coherent among themselves".

As the symposium came to a close it was quite apparent that despite the ground covered, there are still early days. Establishing international equivalents in educational qualifications, whether vocational or not, is an extremely complex operation. One delegate commented: "What this question exercise boils down to is a question of being confident that having made your exhaustive research from country to country, the comparison you are making is a fair and an accurate one, and we will have a long way to go."

Several delegates added that there was no real urgency about by European countries. It would take at least a generation, more likely two, before the "dream" could true.

How to run the 'hidden curriculum'

Schools should have two separate more important than the overt curriculum. The hidden curriculum is indeed one of the main reasons for the reform of school government. If we wish to teach children that democracy and community involvement are good and that individuals have a responsibility to exercise their rights, that democracy gives us must educate them in institutions that acknowledge the rightness of these ideas.

The association recommend that the management committee dealing with this side of school life should include parents, pupils, teachers, auxiliary staff, social services, higher and further education representatives, other users of the school premises and "any appropriate element within the local community".

The academic board should have I.e.a. representatives on it to see that the board's policies tie up with those of the I.e.a. But pupils should also be represented, and teachers

should be in the majority. The board would represent the view of the school in academic matters and allocate money for academic work. The association defend the "apparent division" of school management. "It does make the management of schools on an individual basis a practical proposition," they say. "The academic boards would be controlled through reports to a committee of the I.e.a. and through the channelling of finance. The management committees would not be a political majority."

The association are against a single body because either it is a majority of political appointees or its powers of decision are limited to the point where they come "mere talking shops". Copies of the pamphlet from the I.e.a. Educational Association, 14 Thornhill Road, Heston, Stockport SK4 3HL, 10p (plus postage).

Syllabuses are too rigid, say parents

by Jane Feinmann

Modern society will make ever increasing demands on man's creative and critical faculties, but the education systems of most countries have failed to acknowledge this in school syllabuses, delegates to the congress of the International Confederation of Parents agreed in London at the weekend.

The overwhelming influences, they concluded, were an over-developed hierarchical system and too much uniformity.

The present generation of children would have to travel, change professions and work in foreign countries on an increasing scale. Parents' organizations would have to study the problems involved and question whether the schools were being helpful.

The confederation, which claims a membership of 150,000 in 32 countries condemned the gulf between school and everyday life, the effect of selection in eventual success in society and the fostering of individualism. Education, the delegates agreed, should prepare each child for continuing cultural development and a process of permanent education in a supportive and encouraging society.

Pupils should have more say in planning their academic lives through school councils—in terms of curriculum preparation and definition of work themes. Role play and discussions, using study documents put together by pupils from various media, should be encouraged although they should avoid politics, race or religion.

If a child was to participate in his own development, he must be made to feel welcome at school from the earliest age, and must also feel secure and aware of his own value. He must be accepted

for what he was, and the emphasis should be on the positive aspects of his personality.

Each pupil should be made to feel he was good at something, intellectual or physical. Repeated failure had a disastrous effect on development.

Preparation for work and adult life should be an integral part of secondary education, which should also provide a base for self education throughout life and for what ever change of specialization the pupil might wish, or need, to make in future years. Education should be multidisciplinary, but sound enough for the pupil to feel confident in a variety of activities.

The International Confederation of Parents is based in Paris. It was started two years ago by M Pierre Armand, an energetic Parisian builder who, as well as being president of the ICP, also presides over an organization which sends French schoolchildren on cultural visits to Britain.

While president of the French Parents' Confederation three years ago he came to believe that something would be gained from his international colleagues meeting to discuss their work and problems. The results have been encouraging, he says.

The greatest problem for ICP is finance. It has no official international status. Some governments support it, others do not. The organization is, in part, supported by M Armand's cultural visits business, the offices of which also house the ICP headquarters.

Britain is represented by the National Confederation of Parent Teachers Associations, our only equivalent to parents' associations. The NCPTA receive government goodwill for their international operations but, as yet, no money.

For some countries government support is not so crucial. The delegates from the Ivory Coast at the London congress were the president of the high courts and the director-general for national imports.

'Hands off', assembly told

The new Welsh Assembly should not interfere with local education authorities in running the education service, the Society of Education Officers said last week.

In a statement on devolution, the S.E.O. criticized the Government's White Paper, *Our Changing Democracy—Devolution to Scotland and Wales*, for making no mention of the Welsh Joint Education Committee, the body through which Welsh authorities arrange and coordinate a wide range of services.

"It is important," they said, "that after devolution Wales should not be isolated from the main stream of educational development, and that links with the Government and with national bodies of government maintained through the Welsh Joint Education Committee and other agencies should not be severed."

They want clarification of the powers which the assembly will have over the education service. At present power is shared by central and local government.

Once the assembly had been set up, they said, local government should not be reorganized, at least not for some time. Many people now felt that since local government, and education in particular, had recently gone through major changes there was much to be said for a "period of consolidation".

What it is to fail

The National Association for Gifted Children have produced a 60-minute film on their rescue work with exceptionally bright children. The film was shot with four summer courses organized for such children "to develop their potential and to learn what it is to fail".

Mr Henry Collis, the association's director, said not every boy or girl seen on the courses was a gifted child in the accepted sense. "The very description defies exact definition and the NAGC applies no yardstick when parents join."

Parents were seldom wrong in judging that they have children with special gifts or talents. Further details about hiring the film can be obtained from the National Association for Gifted Children, 27 John Adam Street, London, WC2N 6HX.

Maytime exuberance in Trafalgar Square when thousands of young people converged on London at the weekend for the Methodist Association of Youth Club's annual rally. The organisers claim it is the biggest youth club event in Europe.

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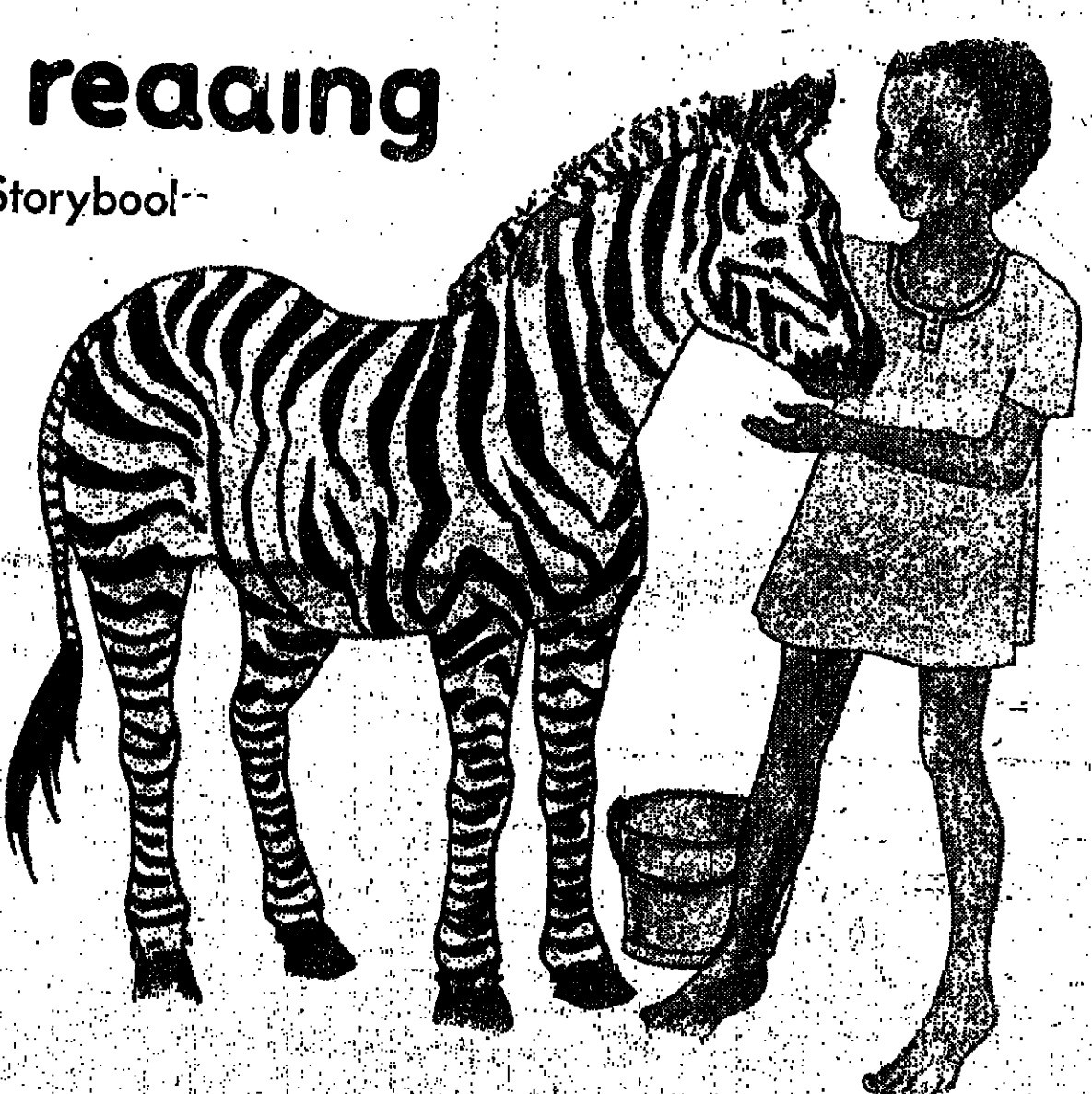
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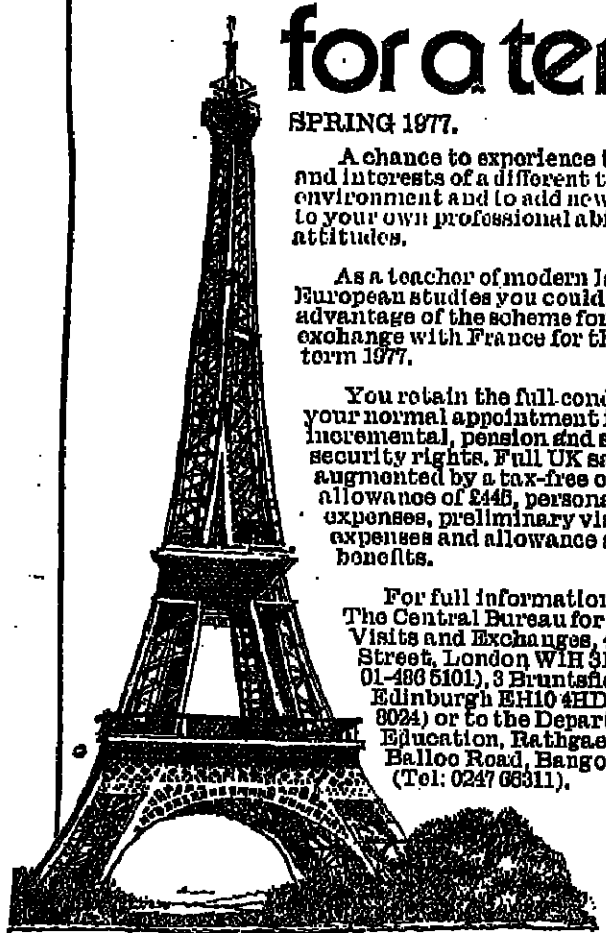
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Ulster's other troubles

A grim picture of areas of social disadvantage in Northern Ireland is described in *Home-School Links*, the report of the working party on educational welfare set up by the Department of Education 18 months ago.

The report, published last week, describes a school on an overcrowded housing estate, where there are many large families, a high rate of unemployment, excessive drinking and marital disharmony.

The working party found that many children were neglected, coming to school unwashed, ill-clad and unfed. "Impetigo and lice infestation are frequent. Most parents have no interest in dental care and some fail to ensure that their children wear spectacles, even in cases where loss of sight is threatened."

"In size and weight children are much below the average; many P7 pupils have a physical development typical of a P5 child in a school with a middle-class enrolment. Children start school with a very limited command of language and among both children and parents speech defects are common."

The head of another primary school told the working party of homes "where husbands ill-treat their wives, where fathers and older brothers are engaged in serious crimes, where children are grossly neglected and where some, even at a tender age, are exposed to the corruptions of dishonesty, drunkenness and immorality."

What distinguishes these schools from others in the United Kingdom is that "all these difficulties have been aggravated by the prevailing political unrest. Violence and vandalism among children are common and the laws regulating school attendance cannot be enforced. In a few instances children have stopped attending school even occasionally. Parental authority is lax;

Many school children in Northern Ireland have to contend with appalling deprivation at home as well as violence and political unrest on the streets.
PAUL MCGILL reports

children as young as eight years of age commonly refuse to obey their mothers and fathers."

These bad home conditions and the disruption of civilized community life in Northern Ireland have led to a marked deterioration in standards of behaviour in primary schools, the report claims. Bad language can be found in a P1 class, there are six-year-old vandals and a group of eight-year-olds has driven a family out of its home.

The report says that anti-social behaviour among secondary school children is even more serious, but contents itself with the understatement that "in some urban areas violence is not uncommon and there is evidence that some pupils are involved with militant organizations."

Although the working party relate social conditions and the children's welfare, they take no account of them in their recommendations which are mainly administrative. Instead they note that the working party "must focus their attention on clunkers and experiments in the school."

There are 32 recommendations in all, including one that all schools should plan a systematic programme of home-school liaison, helped by information booklets about the school and the structure of the local education service. Parents should also be encouraged to visit the school and they should receive yearly informal reports rather than lists of grades in school subjects.

The report also says that schools should be more extensively used as community centres. New schools

should be specifically adapted for dual use. Schools of exceptional difficulty should be given resources and some discretion in their use.

Other suggestions are a public campaign to tell parents of their obligations over their children's school attendance and general school behaviour; school committees to plan and coordinate remedial help; more co-operation between schools and other agencies; better training for education welfare officers and police service training for teachers' social workers.

The working party's decision to exclude general social conditions from their terms of reference is understandable, but they ignore welfare services operated by education authorities. For example, there is no mention of school meals, allowances for clothing or books and equipment or maintenance grants.

Indeed at one stage the committee seem to believe that the difficulties described by the report can be solved without any material poverty. One recommendation is that "secondary schools should organize courses of parent hood and the role of language in children's development as a recurring cycle of deprivation to be broken."

The only hint of criticism in the whole report is the observation that "as absenteeism tends to be highest among older pupils, secondary schools may have to review critically the courses devised for fourth and fifth year pupils and ask themselves whether the style of discipline in the curriculum frustrates or assists the growth of personal responsibility."

"Curricula which are too domestic and discipline which is authoritarian may occasion even pupils who have definite national ambitions and would like to stay on at school to leave."

The working party leave schools to answer these questions. Their verdict is that "tranny" be tackled on a number of fronts. Particularly important is the action in the primary school where the young child is beginning to acquire propensities which will be beyond cure when he grows older.

Heads want parents to pick courses

If 11-plus selection in Northern Ireland is abolished, parents should be allowed to choose the courses their children are to follow, according to a pamphlet published last week by grammar school heads in the province.

The Association of Catholic Headmasters, the Conference of Convent Grammar Schools, the Ulster Headmasters' Association and the Ulster Headmistresses' Association agree that in sparsely populated areas a comprehensive school may be the most satisfactory arrangement. But they also oppose universal comprehensive education and claim it will academically handicap gifted children.

The pamphlet, called *Statement on Reorganisation of Secondary Education*, adds that if pupils were widely spread, it would no longer be possible to offer courses such as A-level, biology, music and foreign languages, which attract few pupils. "This would be a real deprivation, not only for young people but for the universities and in the long run for the community."

The heads also say that there is a shortage of teachers of woodwork and metalwork and those who

understand the problems of slow learners in secondary intermediate schools. "The dispersal of such teachers among more schools than at present could only mean that children now being taught effectively would be less adequately provided for."

Not all members of the four associations believe that 11-plus selection has lost public confidence, but the pamphlet seems to accept that it will be abolished and looks at other methods of transfer from primary to secondary school.

It rejects procedures based on the neighbourhood principle or attempts to ensure that each school gets a cross-section of social class. Instead the pamphlet opts for a system based on "realistic choices of courses of study in which parents, heads of schools and the area boards would be involved. By this method of transfer, pupils would not be selected to go to a particular school; indeed the formal type of school, secondary intermediate and grammar schools could be removed."

"Instead, with informed guidance, children and their parents

would choose appropriate courses. Principals of primary schools would know the educational potential of their pupils, and the principals of post-primary schools who can plan the range of their courses would assist parents and children in their choices."

The heads propose that this choice process should be based on records of pupils' attainments in primary school and on school tests. This would allow the Department of Education to discontinue the "intimidating formalities" of province-wide tests.

The pamphlet does not make it clear whether the school based system would be like entrance examinations, or like a particular school will work if a particular school is over-subscribed, could not take more pupils, or like a school based on a number of courses would be needed; these would include the primary school itself, the presence of brothers and sisters at the school, the different of evening, family connections, a school, special or composite considerations."

In brief

Winning magazine

ILEA Contact, the magazine for inner London teachers, won the Shell BP trophy for a feature article in the British Association of Industrial Editors annual design and editorial competition.

Anglo-Saxons all

Dr Engleau Gerdas (English Companion), a fellowship for the promotion of a wider interest in Anglo-Saxon culture and tradition, celebrate their tenth anniversary this year.

Pay and pensions

Teachers' Pay and Superannuation, a guide to salaries and pensions for the staffs of schools maintained by L.E.A.s in England and Wales, has been published by the Department of Education and Science. Free from HMSO.

Steam up

The Great Western Society will be in steam for school parties at Didcot (Oxfordshire) Engine Shed from June 28-30. Fifteen Great Western Railway locomotives will be on show.

Island trees

Schoolchildren and youth organizations are to help Trees for People, the St Albans-based environmental education and conservation trust,

and the Jersey Public Works Department to develop a Waste Site at Val de la Mare into the island's first major tree-planting project for many generations.

Prize for electricians

Anybody who has made a practical contribution to the advancement of electrical or electronic science or engineering is invited to enter for the 1976 Landis Gyr and Commemorative Prize, worth £250. The prize, which is awarded annually, is administered by the Council of the Institution of Electrical Engineers (IEE) on behalf of the donors, Landis and Gyr Limited. Applications by June 30 to the secretary, The Institution of Electrical Engineers, Savoy Place, London WC2R 0BL.

Jobs in Germany

The Educational Interchange Council are to undertake a new programme of placing in Germany young people who wish to spend a period working in Europe between the school and university. Details from the General Secretary, The Educational Interchange Council, 43 Russell Square, London WC1B 5DG.

Singing weekend

The ILEA's Cockpit music team, in conjunction with the youth singing movement, Sing for Pleasure, are organizing a weekend of singing on June 5 and 6 at the Cockpit Theatre and Arts Workshop, Gateforth

Street, London, NW8. Final date for booking, May 28. Cost of the weekend will be £1.12 for students. Further details from Peter Collins on 01-262 7907.

Learning potential

Professor D. H. Stott, director of the Centre for Educational Disabilities at the University of Guelph, Ontario, Canada, is to speak on "Discovering learning potential: a new approach to the diagnosis of learning difficulties" in the Assembly Hall at the London University Institute of Education on May 27 at 6 pm. Admission is free.

Grants continued

Training Services Agency grants to employers of architectural students last year are to be continued in 1976-77, say the Royal Institute of British Architects. The per capita rate will be £20 a week (£25 in 1975) for a maximum of 26 weeks. Details, after June 1, from RIBA Vacancy Bureau for Practical Training, 30 Ranelagh Lane, Fareham, Hampshire PO14 3DX.

On record

Two more records are being added to the list of distinguished recordings by the boys' choir of the ILEA's Wandsworth Comprehensive School, South London. They are Handel's oratorio *Judas Maccabaeus*, for 200 words or make a picture of their choice or of an event or person associated with it. Inquiries to the Education Officer, Tower of London.

from Berlioz's *Requiem*, Franck's *Psalms*, *Angelus*, and Gounod's *Ave Maria*, for *Hecca*.

Poly's success

For the second year running, say Bristol Polytechnic, their South West Regional Management Centre has gained more Social Science Research Council awards in management education than any other university, polytechnic or college. Students received 38 out of the 311 bursaries awarded to 34 institutions. The bursaries, worth about £1,000 a year, are for postgraduate management studies.

Special classes

Avon County Council are to include units for maladjusted children in all new secondary schools. Heads of other secondary schools have been asked to establish special classes from their own resources, perhaps jointly with neighbouring schools, until the financial position improves.

Appeal of the Tower

The Tower of London authorities are offering prizes to children over nine and under 15 on October 25 who enter their Children's Choice competition. The children must choose one thing in the tower that they particularly like, and either explain it in not more than 200 words or make a picture of their choice or of an event or person associated with it. Inquiries to the Education Officer, Tower of London.

Meet Kojak

BREAK—the Short Stay and Holiday Care organization—is running a competition to raise funds for holidays for handicapped and deprived children and their parents. Prizes for "Meet Kojak in the USA" include 10 days in California. Details from P. Pocock, Appeals Secretary, 55 Woodgrange Gardens, Bush Hill Park, Enfield, Middlesex EN1 1ER.



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Course Director: Mr. W. G. Lewis.

CREWE, South Cheshire College,
Danebank Avenue, Crewe, Cheshire
Telephone: 0270 69133 Ext. 44
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Dip SMS
Course Director: Mr. D. Wilce.

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West Midlands DY1 3HR.
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LCP (Part I) Dip SE Dip SMS
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GWENT, Crosskeys College of Further Education,
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Course Director: Mr. R. Ward.

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ACP (Remedial Education, English as a Foreign Language), Methods of Teaching
ACP (for staff in Further & Higher Education)
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Course Directors: Mr. T. Dawn, Mr. J. P. Williams.

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Course Director: Mr. T. I. Cole.

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Solihull, West Midlands B91 1SB.
Telephone: 021 705 6376
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Course Director: Mr. W. J. Tromans.

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Dip SE
Course Director: Mrs. S. A. E. Sharratt.

WESTON-SUPER-MARE, Technical College,
Knightsbridge Road,
Weston-Super-Mare, Avon.
Telephone: 0934 21301 Ext. 50.
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Course Director: Mr. E. Wilkinson.

WOLVERHAMPTON, Bilston College of Further Education
West Field Road, Bilston,
Wolverhampton WV14 6ER.
Telephone: 0902 42871 Ext. 39
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Course Director: Mr. D. Christison.

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Please write to or telephone the Course Director for further details of the course which is of interest to you.

How to get ahead but stay in touch

Sir—Mr Len Cooper, in his presidential address to the National Association of Schoolmasters—Union of Women Teachers Conference (April 30), was particularly critical of the promotion system operating in education in this country. He spoke sharply against a situation, whereby teachers can only gain promotion by a reduction in their teaching commitment.

It is sad, but often true, that experienced teachers, who in many cases have much to offer the classroom are lost to it as they become deputy heads, heads in our schools or heads of department, vice-principals and principals in our colleges.

Mr Cooper's solution to this problem is to create for teachers an alternative promotion route, whereby the effective teacher is rewarded in salary and status, without having to forfeit his teaching role. By this means, it is hoped, the effective teachers would remain in

the classrooms, while those with administrative ability could get on with the job of managing.

There are, to my mind, serious dangers in this proposal. It must be remembered that deputy heads, heads of department, vice-principals and principals are managers of educational institutions, the key function of which is the promotion and enhancement of the teaching/learning process. It is, therefore, imperative that the men and women who manage are not only able to lead, but also able to manage. They must have first hand experience and intimate knowledge of classroom activity.

Some of those charged with the management function in education have sadly lost sight of the raison d'être of their establishments, and the rift between management and the classroom is enlarged. The sad face of British industry is a constant reminder of the effects of manage-

ment and workers out of touch with each other.

It is vital that close relationships exist between management and the work force, and in education this can only be achieved if both groups are working towards a common set of objectives. Mr Cooper reminds us of the considerable onus on heads and principals, with their responsibility for capital and recurrent expenditure and for large numbers of teaching and non-teaching staff. It is to be hoped that these key functions are performed in such a way that the teaching/learning process is enhanced. This can only be the case where those who manage are intimately concerned with the process.

T. K. PRICE,
Vice-principal,
High Peak College of Further Education,
Buxton, Derbyshire.

Beware the RE backlash

Sir—Nicholas Walter writes to criticise, as you put it, "the privileged position of religious education in schools" (May 7) in worship, in church schools and in "religious instruction".

It would take an article to answer my article and I restrict myself to comment on his views about religious education. I am happy to see a more open-minded exercise in religious education, to see children "taught about belief", to educate about religious and non-religious ideas, although he seems also willing to integrate (dis)integrate? religious education into other subjects. He accepts that religious education has been improved along open-minded and more neutral lines by what he calls "conscientious teachers".

What he does not seem to realize is, that nothing will do more harm

to religious education than to campaign in militant terms against the immorality of the teaching of Christianity, of religious instruction, etc. This is precisely the tactic that will encourage the backwashmen of religious instruction, where they still exist, to entrench themselves more firmly; the Order of Christian Unity, etc, will rally even more strongly to "rescue" religious education, and a strong rearward action may result in more religious instruction not less.

Mr Walter must be aware that professional religious educationists have for some time been saying as he does that children should "learn about it" (religion) freely, openly and honestly. For some years we have been working patiently in the

training of teachers, the production of new syllabuses and teaching materials, the development of appropriate methods, all with this end in view.

Confrontations with the 1944 Act hinder our work: if only Mr Walter would join in the positive new developments and press for such things as three periods a week minimum for those studying "studies for living". Instead of one period a week which privileged indoctrinators are given to bend the minds of the young, he would do education a better service. Raking the ashes of 1944 is not the answer.

VERENCE COPELEY,
Lecturer in religious education,
The College
of Ripon & York
St John.

Jobless—1

Sir—It is widely forecast that a very large number of teachers leaving college this year will fail to find employment. Many of them might well turn their backs on teaching in consequence.

Could not a number of them continue for a further year to study one of the "shortage" subjects—such students being additional to the colleges' targets?
J. J. JENKINS,
21 Riefield Road,
Eltham, London SE9

Jobless—2

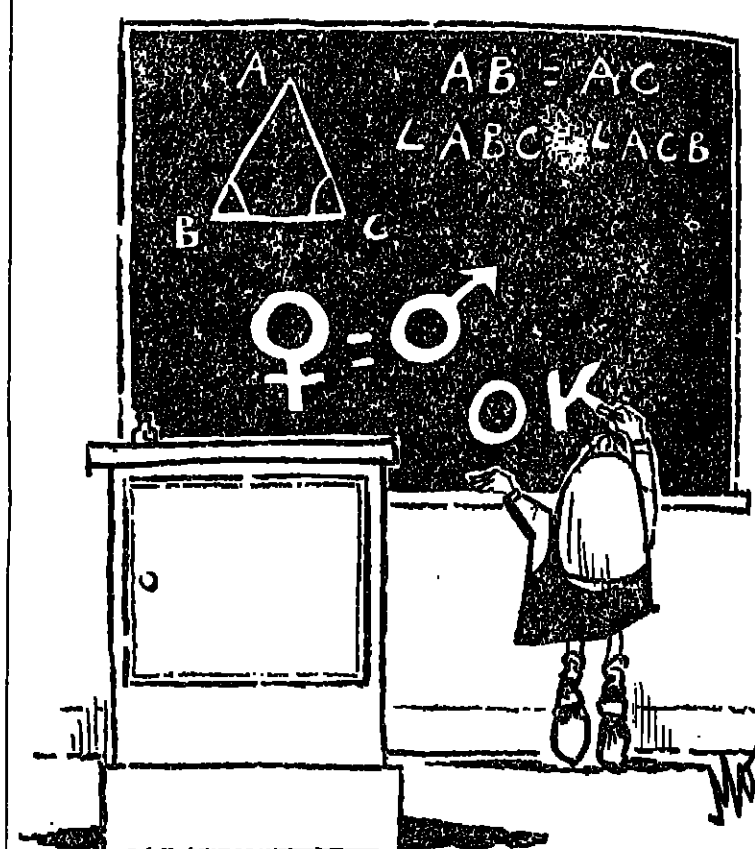
Sir—Your report (April 30) about job prospects for school-leavers overlooks the fact that Easter was earlier last year than this. As a result, last year's April count was made after Easter whereas this year's was made over a week before Easter and, for many areas, before the end of term. Therefore a high proportion of the young people categorized as school-leavers in this year's April count actually left school last summer and have been unemployed ever since.

D. A. CLARKE,
Principal careers officer,
Wolverhampton Education
Department.

Demoted

Sir—Further to "Lecturers in Mathematics" (April 16), a large number of lecturers Grade 1 at Mansel College, Bedford, are of the opinion that their grade has been demoted to that of the college's assistant lecturer, since now lecturers Grade 2 have been promoted to Grade 1. This is a high percentage of membership in NATPE, have no career structure, as do the lecturer II grades. This is a demotion of the lecturer II grades from the merger of lecturer I and senior lecturer grades. Little effort, it seems, is being mustered by the union to alter the status quo of the lecturer I's, apart from ineffective whippersnappers about combining grades I and II.

C. F. REIDOWS,
14 Canby Green, Bedford.



Maths: getting to grips with the common factors

Sir—It is disappointing to find that in spite of the great amount of time, energy and money spent on research on the teaching of school mathematics, Mathematics Extra (April 23) finds it necessary to begin by expressing concern at the lack of basic mathematical skills among school leavers.

To some extent, of course, our current problems are the problems of success rather than failure. As Wilfred Flemming explains, primary schools now attempt to teach mathematics whereas formerly they were content to teach arithmetic, and the learning is more thinly spread.

Secondary schools have similar problems. Within recent years there has been considerable concern in the demand for applied mathematics. Today all scientists need to be familiar with a variety of mathematical techniques, and ordinary citizens need to acquire some degree of numeracy. Mathematics teachers are experimenting with a variety of statistics and applicable mathematics, both of which involve applications to the biological and social sciences as well as physics and engineering.

Nevertheless some mathematics still lack of applied mathematics as mathematics applied to physics, and insufficient attention

has been paid to the need to reconsider the nature of applied mathematics and its place in the school curriculum.

Since applied mathematics involves much more than traditional applied mathematics, an alternative name, such as scientific mathematics, could assist this debate. Scientific mathematics is not built as an introduction to mathematics and as a means of training its practical application. The syllabuses for these courses naturally include many of the topics covered by quantitative science, but they are required to satisfy a different set of criteria. In particular they must offer a logical development of mathematical concepts and techniques.

It is also desirable that scientific mathematics should include applications to more than one science, since the generality of mathematics is one of its more important characteristics. But the mathematics teacher cannot be expected to teach a variety of sciences as well as mathematics. It is therefore to be chosen which either require scientific theory or make use of scientific theory which is a matter of common knowledge.

FREDA CONWAY,
37 May Road,
Swinton, Manchester.

Curbing the calculators

Sir—"In five years the pocket electronic calculator market has grown from nothing to an estimated four million in this country," writes John Lewis (April 24). The calculator industry has therefore done remarkably well and would seem not to need the help of teachers in promoting sales. If, however, the marketing men concerned are enabled to say that their products have a recognised place in education, what a new rich harvest they will reap.

Unfortunately for them, most examination boards are not persuaded of the desirability of sanctioning the use of these calculators generally in their examinations. Equally unfortunately, Mr Lewis's article does not advance any positive, widely acceptable educational reasons for admitting calculators to examinations or classrooms. There is actually the admission in it that a calculator is merely a tool, and that if it is introduced too early or even just over-used, it may generate an immature society. Most teachers will be deeply concerned at this possibility. Our own use of these electronic machines, perhaps in marking calculations, is not as a person for our adding to the pressure on the parents of schoolchildren to buy pocket machines.

It is surprising that in one and the same article there is a lengthy attempt to press the examination boards to sanction the use of pocket calculators with all speed, coupled with only a passing mention of the hazard of their use "which could be overcome by training". The danger would, presumably, be overcome by the trend of already apparent which are also credited to pocket calculators.

The many teachers who would like to form a well-based opinion about the use of pocket calculators in secondary education can only be adversely impressed further by the slough-of-hand argument in which calculators are equated with rules. The substitution of rules for thoughtful persuasion is a step in the wrong direction. ("The trend is already apparent which extends across the whole of economic range, old projections of 'rampant' also is not satisfying.")

Because all innovation is automatically commercial (especially where commercial advantage operates), it is not the duty of education as well as examination to safeguard education as a whole by invoking educational principles, tirelessly and by rebuffing the representation of them as a mere device.

BARRY M. TURK,
72 Midhurst Road,
London, W13.

Clear guidance from the touchline

Sir—Jonathan Croall's article "More hope than glory" (April 9) was interesting and informative. Important as the views of football club managers, scouts, young players and school football officials are, I was surprised that he does not seem to have canvassed the opinions of head teachers concerning the associated schoolboy scheme.

The head has an important responsibility. Without his signature or that of some member of staff to whom he has delegated this authority, the associated schoolboy scheme—no matter how much potential the football scouts think the boy possesses—is a non-starter.

In the past four years seven pupils of this school have been signed as associated schoolboys by professional clubs. In each case I have ensured that (1) the pupil (and his parents) understood the nature and extent of the commitment; (2) he fully appreciated that he was entering a highly competitive field where the chances of achieving real success would be

small; and (3) he undertook to give priority to school activities.

I have found that the four football clubs concerned have been genuinely anxious to get the first two points over to the pupils and have supported me on the third. Indeed, one club's representative has always emphasised to pupils that 80 per cent of the boys who have failed to establish themselves as league players.

Nevertheless, two aspects of the associated schoolboy scheme give cause for concern. The first is the number of associated schoolboys which a club is able to sign. Whereas it may only sign approximately five contract players on its books (and the maximum number of apprentices is 25) there is no restriction on the maximum number of associated schoolboys that it may sign. The only limitation is that boys who attend schools situated more than 50 miles from a club must not exceed one third of the total number of associated schoolboys registered with that club. This

opens the way for the less responsible clubs to take too much schoolboy talent out of general circulation in the hope that they will not miss a future star performer.

The second is that an associated schoolboy is committed to remain with the club if it offers to sign him as an apprentice or a full professional. Only if the club does not wish to sign him does he become a free agent. It is true that an apprentice may apply to his club for the cancellation of his apprenticeship but, if he does, he may not for another club until two years have elapsed, unless the club agrees to this.

It is now 18 months since the Commission on Industrial Relations presented their report on association football, yet this very satisfactory situation, as far as associates and apprentices are concerned, seems likely to be continued.

J. A. McDONALD,
Headmaster,
Cumberland School,
Priestage Regent Lane,
London, E13 8SG.

Social workers are not entirely to blame . . .

Sir—Mr Bob Mason (April 23) unwittingly lends support to the views expressed by social workers at their spring conferences and subsequently reported by Sarina Turner. So long as those concerned with secondary education ignore the growing body of evidence that schools contribute to delinquency and even define the form it takes, many children will continue to appear before juvenile courts and end up in inappropriate welfare and correctional establishments.

It is highly convenient to ascribe delinquency—and non-attendance at school—to parental inadequacies or to inherent wickedness in children. By so doing, we are able to absolve ourselves of all responsibility for examining what actually goes on in secondary schools which may encourage or exacerbate anti-social behaviour.

Well developed pastoral systems within schools often fail to modify delinquent behaviour not only because of parental attitudes, but because such schemes are seldom allowed to influence teaching methods, relationships, and the use of authority within schools. They

do not effect to any marked degree consumer satisfaction or disengagement among children. Neither produce changes in the attitudes or opportunities for delinquency.

The various studies which purport to show correlations between early childhood trauma and subsequent disturbed behaviour are frequently methodologically unsound. Other data which can be used to infer causal relationships between parental attitudes and delinquency among children is also somewhat suspect.

There is rather better evidence to support the proposition that neighbourhoods and social isolation, such as schools and welfare services have a considerable influence on the incidence, forms and prevalence of delinquency. In the current state of knowledge, it is reasonable to assume that both family pattern and environmental factors affect the likelihood of children becoming delinquent. We still do not know why family, children seem immune to social influences, peer-group and school influences, while others are more susceptible. Before accusing social workers

of lacking perspective, it behoves Mr Mason and all who share his views, to look carefully at what happens to children in their schools. Surely they are not so arrogant as to claim that all their children receive from their schools? On careful, informed and self-critical analysis, they would surely find at least a few factors in every second-

dary school which might drive some children into abstention from classes and into alternative, delinquent outlets for their ordinary JOHNS BARTER,
Assistant Director,
Training and Education Department,
MIND (National Association for Mental Health)

. . . as teachers will agree

Sir—Mr Leonard F. Davis ("Stones at the ready", April 23) suggested unfairly that the NAS/UWT was knocking social workers as an excuse for our own troubles.

On reading the booklet (*Retreat from Authority*) he would have realised that we also expressed concern about a minority of poor teachers, about the frustration caused to everyone concerned in teaching and social workers, by the total inadequacies of the Children and Young Persons Act 1969, and many other things besides. The purpose of the booklet was

not to apportion blame but to get the problems aired and discussed, and to this end it has been a reasonable success. There were also many practical suggestions and to show that we were as keen as the next person to be constructive we have established a working agreement with the British Association of Social Workers. We are the first teacher organization to attempt to bridge the gap of misunderstanding and provide a basis for cooperation in the future.

L. FREITAG,
Islington branch,
NAS/UWT.

Music on a higher key

Sir—Robin Maconie's article on music examinations is timely. Our national apathetic attitude to music education unfortunately seems to be a reflection in the Schools Council.

It is to be hoped that reports of the great developments in practical music will reach their ears and with it some realization of the high standards in performance now achieved by many pupils in the schools. Are such attainments in music any more "vocational" than those in any other subject?

I hope the new proposals for the London University A level examination will receive wide support as they are meant to be a response to a genuine educational need.

ERIC LEIGH,
Moderator for Music,
University of London Examination Board.

Sir—Robin Maconie in his report of the University Music Teachers' Conference (April 16) was right to concentrate on the need to improve the quality of musical education for school age pupils intending to study the subject in higher education.

Although very desirable, a revision of A level music papers may not prove to be an effective solution to a serious problem, for one doubts if most schools could provide the required tuition at this level. Many L.A.s are now providing special foundation courses for intending musicians at particular schools and colleges, and these schemes are to be commended.

Mr Maconie is less coherent in reporting comments on music in most colleges of education concentrated on courses for class teachers in primary schools rather than on those for music specialists, but even so were ahead of many universities in that performance was an essential part of a music syllabus. The fact that most certificates in education programmes contain at least one main subject indicates that great importance is attached to knowledge, though such knowledge is in itself no guarantee of an ability to teach.

The university music teachers might wish on another occasion to consider why when the numbers of music students in universities, conservatories and colleges are increasing the shortage of competent music teachers in schools grows more acute.

ALAN OWELL,
Dorchester College of Education.

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Sir—Jenny Nicholson's letter (April 23) is extremely misleading, and readers outside Gwynedd and Wales are entitled to a more accurate account of the choices in Welsh education before they judge where progressive solutions lie.

There are three basic patterns of linguistic organization in comprehensive schools in Wales. The traditional school teaches all subjects through the medium of English, and this type of school is still as likely to be found in Welsh-speaking areas as in English-speaking areas. In the former it is rapidly becoming unacceptable for reasons that are patent and I am sure CASE could not possibly lend support to its continuance.

The second pattern involves language-streaming which comes in all degrees. It is most defensible with a really large school with a fair linguistic balance in the pupil intake. Even then, there must be doubt as to whether streaming by language is compatible with a truly comprehensive range of subjects and with teaching to different levels.

A language-streamed school is, typically, one where all subjects are offered throughout the school while selected subjects are available through Welsh to some children sometimes for two or three years only. It is important to understand that the language-streamed school is one where the background of English home-families outside the Welsh lesson, to school through the Welsh lesson, is not bilingual. These are schools with two languages, certainly, but not bilingual schools as the term is understood worldwide.

The true bilingual comprehensive, of the kind Gwynedd are now setting up in Bangor, teaches certain subjects (usually the arts) to all children through the medium of Welsh, while teaching other subjects (usually the sciences) through English. In this way the schools produce truly bilingual people, literate and confident in both languages.

There are many existing bilingual comprehensive schools most of them from homes where one or neither parent speaks Welsh, and in the case of my own children's bilingual comprehensive at Aberystwyth several of the parents are not British let alone Welsh. This is as it should be.

Every local education authority in Wales faces, to some degree, the following pressures: to guarantee the natural rights of Welsh-speaking parents to have their language used as a major medium of instruction; to guarantee the rights of non-Welsh speakers to do no more than learn Welsh as a subject if that is their wish; and to provide parents who do not speak Welsh but whose children do to do so with proper opportunities in the educational system. Gwynedd's proposals in Bangor meet all three pressures.

Jenny Nicholson need not fear that the bilingual school in Bangor will be too small. Like every other school of its kind its growth will surpass all projections. Let CASE put their weight behind getting the best Welsh teaching for all primary school children in Bangor. Then it will avoid the danger of the radical turned reactionary.

NED THOMAS,
Ty Nant,
Llangelgho,
Tregaron, Dyfed.

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Easy win for young Brockenhurst golfers

by Stanley Levenson



Kevin Weeks, Brockenhurst captain: walkaway win.

Kevin Weeks, the powerful young one-handicap player, led Brockenhurst College, Hampshire, to a 18-stroke victory in the 36-hole final of the Aer Lingus schools team golf tournament at Portmarnock, Dublin. Kevin, with rounds of 76 and 77, won the individual title for the second successive year; in 1975, however, Brockenhurst had to settle for second place. This time their total of 476 was way ahead of the runners-up Franciscan College, Gormanston, Co. Meath.

The Irish team tied with Stewart's and Melville College, Scotland, but got second place because of a better two-card aggregate. Fourth place went to Bishop Gore Comprehensive School, Swansea.

The Brockenhurst team of Weeks, Brian Mudge, Keith Whitson and Paul Mellor is the same that played last year. Weeks apart, all are four handicappers, but all scores at Portmarnock were off scratch.

These four schools were the survivors of a record entry of 726 teams which competed in 43 qualifying rounds and four national finals. The Portmarnock results, counting the best three of the four cards in each round:

Brockenhurst College, 476. Kevin Weeks 76-77. Brian Mudge 83-78. Keith Whitson 80-82. Paul Mellor 85-84.

Franciscan College, 494. Declan Cassidy 80-82. Andre Hogan 83-80. Peter Callaghan 85-89. Padraic Carty 92-84.

Stewart's and Melville College, 494. Andrew Hubble 80-82. Lance Sloan 82-83. Duncan Hamilton 83-84. Scott Noble 88-88.

Bishop Gore School, 500. Philip Batty 84-80. Geoffrey Clement 80-88. Jeremy Edmonson 89-82. Nigel Poole 88-88.

New line in gymnastics

A new competition for aspiring schoolgirl gymnasts has been launched by the English Schools Gymnastics Association in conjunction with the British Amateur Gymnastics Association.

It is an individual apparatus competition for girls under 16. Competitions will be held in the 13 regions to decide who goes on to the grand final at the Crystal Palace centre, London, on October 3.

But each girl will tackle one exercise only—floor, beam, asymmetrical bars or vault. In the national championships competitors have to score in all four sections.

Mr Robert Currier, chairman of the schools' association, says that although gymnasts try to excel at four exercises, they are generally stronger in one or two. This new championship will give children a chance to compete in their strongest routine and open the doors for large numbers of young gymnasts.

Entries have to be in pretty soon as the 13 sets of regional finalists have to be known before September 14.

The competition is sponsored by Lilla-White, manufacturers of women's toilet preparations. This makes schools' gymnastics one of the best sponsored sports. Existing backers include The Sunday Times and Daily Mirror.

People

Professor Paul Matthews, professor of theoretical physics at Imperial College, London and dean of the Royal College of Science, is to be the new vice-chancellor of Bath University.

Mr Gordon Cunningham, chief education officer for Cambridgeshire, is to be education officer of the Education Office of County Councils in succession to Mr Leonard Brown, who is retiring.

Appointments
Schools
Mrs Valerie Jenkins, deputy head of Haverstock School, Hampstead, North London, to be head in succession to Mr Harry George, who is retiring.

Mr A. P. W. Collins, mathematics adviser to Hillingdon I.C., to be head of Sutton Manor High School, Sutton.

Mr Arthur Hamilton, deputy head of Malcombe Junior School, Falmouth, to be head of Rotherhithe Junior School, East London.

Mrs Margaret Clegg, acting head of St Paul's Junior and Infants School, Wandsworth, South London, to be head.

Mrs Margaret Chittick, deputy head of Mount Carmel RC School for Girls, Holloway, North London, to be head.

Colleges
Mr Lance Marshall, senior housemaster at Cranleigh School, to be principal of the Royal Normal College for the Blind, Romdon Castle, Shrewsbury.

Universities
Mrs W. G. Forrest, special lecturer in ancient history, Oxford University, to the Wykeham chair of ancient history at the university.

Mrs Angela A. Nevitt, reader in social administration at the London School of Economics and Political Science, to be chair of social administration at the school.

Dr Joseph Stiglitz, professor of economics, Stanford University, to be Drummond chair of political economy, Oxford University.

Dr James Dieker, of New York State University, to be chair of statistics at the University College of Wales, Aberystwyth.

Biathlon badge incentive to all-rounders

School pupils with an interest in running and swimming now have a chance to get something approaching an all-rounders' incentive award.

The M.L.S. Pentathlon Association have launched a biathlon badge scheme which, in their words, "designed to encourage youngsters to diversify and think in terms of proficiency in more than one sport".

The biathlon (something to do with the skiing-shooting biathlon of the Winter Olympics) is the first step towards the gruelling modern pentathlon, which also includes fencing, shooting and horse riding.

The lowest award, Grade IV, requires a boy or girl to run 40 metres in 2min and swim 20 metres in 75sec. The bronze award is also unisex but for the silver and gold standards different norms apply to boys and girls.

For example, in the silver award boys must do 3,000 metres in 24.30sec and swim 200 metres in 24.45sec; for girls the target is 130 metres in 3min 30sec and the 40 metres swim in the same time.

In addition to the individual incentives, the MPA offer a major for each school with the highest number of points in the award scheme. And for every school with 10 badges the MPA will give a specially engraved individual trophy which can be used for intraschool events.

The top of all this there is a national biathlon competition whose finals are staged in December. This framework of events should, the MPA hope, lead youngsters on to additional events in the winter and eventually to the pentathlon.

Inquiries to Keith Clark, M.L.S., 127 High Street, Rickmansworth, Herts.

Still on top at badminton

The badminton players of West Cavendish School, Derby, retained one title and won another in the county school tournament at Redditch. Five teams had competed through area competitions for the finals of three events.

The boys' championship was retained after Henry Cavendish School, Sharncliffe, beat Eton School, Northwich, 7-0 and Glenham School, Girdford, 6-1 and Erith School, Kent, 5-0.

Henry Cavendish's other victory was in the mixed competition where they beat Danum Grammar School, Doncaster, 7-2, Tonnes School, Devon, 7-2 and their semi-final beat Thorpe Grammar School, Northwich.

At the Girls' School, Liverpool, won the girls' section with 7-0 after Thorpe, before this up to the beat Noel Baker School, Kent, 6-1 and Ashford School, Kent, 5-2, while Thorpe defeated the field school, Yeovil, 5-3.

HISPA congress for Britain

Next year's international congress of the History of Sport and Physical Education Association (HISPA) will be held at Dartford College of Education from April 11-16.

It was decided at this year's congress in Mainz, Germany.

At the insistence of the British delegation it was decided that the theme of next year's congress will be "the heritage of sport, games and dance". They want to "bridge the gap" between sport and dance.

Among the papers presented at Mainz were three from the British delegation: Miss Higher Education, Miss Jim Ridd, and Miss Eastbourne. Mr Jim Ridd, of Dartford University, and Miss Palmer, deputy general secretary of the British Olympic Association, will be at the weekend of the History of Education Society at a physical education section.

20/21
Vouchers
and
parental choice

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criticism

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Resources: art; design

The new volunteers

The words "young volunteer" conjure up a variety of pictures. There is the fresh-faced, earnest young man unselfishly "doing good" to some unfortunate but exceedingly grateful old lady. There is the RoSLA pupil who is not capable of doing anything better than digging endless gardens—again usually for the elderly. And there is the persistent offender who needs to be taught to mend his ways by helping those in the community who really have cause to grumble.

Against this disturbing background the National Working Party of Young Volunteer Organizers this week published a paper, *Young Volunteer Work—Philosophy, Practice and Needs*, which presents a radically different picture.

The concept of community service by young people, although having firm roots in the tradition of voluntary service in this country, is still a relative newcomer to the youth scene. Out of the ideas of voluntary service overseas by young people, in the 1960s national and local organizations emerged whose primary function was to involve young people in voluntary community work. This development has been accompanied by the introduction of community service programmes, both within and outside the curriculum, in many secondary schools.

More recently, community service has found its way into the penal system as an alternative sentence for persistent offenders—particularly younger ones. And there now exists a sizeable lobby who want every young person to undertake compulsory community service after leaving school.

This upsurge in enthusiasm for community service by young people has not been matched by a parallel concern for understanding what it is all about, and how best it can be organized. Ignorance or misunderstanding about the role of young volunteers has sometimes left them open to misuse and even abuse. Recent suggestions of compelling young unemployed people to do dirty jobs is an example.

The National Working Party of Young Volunteer Organizers, formed in 1970 to provide support for and represent the interests of the young volunteer field, are now attempting to define what voluntary community work by young people is trying to achieve. They hope to counter more static concepts of volunteering by setting it within the context of development and change, rather than simply coping with the status quo.

Young volunteering has moved a long way from being the preserve of socially and educationally advantaged young people who voluntarily gave some time and talents to help the less fortunate. In Sevenoaks, for example, community service began as an option for boys at the local public school who neither wished to join the corps nor do sport. Today the Sevenoaks Voluntary Service Unit involves 13 secondary schools, both public and state. Financed by Kent County Council, it is organized by a youth tutor based in a girls' secondary school. The worker coordinates the activities of approximately 500 young people involved in a wide variety of community work.

The demythologizing of the lady bountiful is reflected in the increasing number of working-class young people working in their community. Young volunteers in Merseyside have an urban project in Walton, Liverpool, in which



Task Force workers
in Greenwich—but is helping the elderly
really enough?

local young people take part in voluntary work in their neighbourhood. Contact—mainly with young workers or unemployed—was made in pubs and coffee bars. The worker began by involving the young people in decorating needy homes in the area. This was followed by work on play schemes. The project is now active in running a welfare rights stall, youth clubs, and in launching an adventure playground. This emphasis on developing indigenous skill and leadership is illustrated by the appointment of one volunteer as a full-time worker.

Young volunteer work is beginning to move away from the more static concepts of service, towards enabling the volunteer to participate actively in the community. It is concerned with placing young people in situations which will enable them to learn about themselves, their community and their role within it. It develops skills, interest, knowledge and confidence in young people, which will enable them to participate more effectively and responsibly in community care and decision-making.

The national working party want young volunteer work to be considered as part of social education, rather than social service provision. It advocates that community involvement (as it prefers to call it), in addition to being appropriate to the needs of the community, ought also to provide opportunities for volunteers to examine the problems they are tackling, and to organize and manage their own projects. They also need opportunities to reflect upon and interpret their experiences.

Last year, the Voluntary Service Bureau in Belfast ran a five-day residential course for 20 school leavers. The young people did project work with the elderly, the physically and mentally handicapped and the very young, and then broke into small groups to discuss their experiences.

The course was felt to have broadened the young people's education by giving them experiences of and opportunities to help sections of the community with whom they had had no previous contact. It also increased their understanding of the needs of the community, and enabled them to look at how people try to resolve them. Some of those taking part spoke of a gain in self-confidence, and many of a caring attitude towards others. (A selection of their comments appears in Talkback, page 29.)

This accent on education is emphasized elsewhere by some well-established organizations appointing specialist education workers (usually experienced teachers). These workers work with young people on community oriented projects, and act as advisers/resource people to teachers, youth workers and others. They tend to

concentrate on projects whose starting point is the expressed needs of the young people, which they try to develop by providing community-based learning experiences. Much of their work is with school groups.

The social education approach, however, is evident in other models of young volunteer work. Rotherham Youth Action, for example, although engaged in decorating jobs referred by the social services department, pays attention to the need for volunteers to use their experiences to reflect upon the issues which each job raises, and begin to look at ways and means of social change.

In ensuring that the job is done well with the minimum of upset and anxiety for the client, the project also helps the volunteer acquire a variety of practical, personal and social skills. This means not only learning how to decorate; but also how to go about the sensitive task of intervening in somebody else's life; how to form relationships with your fellow volunteers; how to relate to your elderly or handicapped client.

While still being responsive to personal and social need, young volunteer organizations are initiating imaginative projects which offer much wider and more appealing experiences to volunteers. For the past two summers, volunteers with Wirral Action in Birkenhead have been running a children's theatre workshop. The volunteers took part in drama, dance, games, handicrafts and video work around a chosen theme. This year it is hoped to run a mobile workshop which will make day visits to play schemes in the area.

Service 9, Bristol, has pioneered work in mental health. This began with volunteers helping at a regular social event at the psychiatric hospital for patients sent to be discharged. Out of this grew a weekly social event in the town centre for both patients and ex-patients, which became a valuable part of the hospital's rehabilitative programme. As it became clear that ex-patients needed continual support, Service 9 established a residential hostel for the group; and its success has stimulated other groups to run hostels in the city.

The volunteer/client distinction has little meaning here. Many of those originally referred as patients are now active volunteers in this and other Service 9 activities. For the volunteers it has provided a unique opportunity to learn about themselves, gain insight into the problems of mental health, and develop competence and confidence in forming relationships in what many might regard as a frightening situation.

Such work depends on careful preparation, supervision and support. Unfortunately, many young volunteer organizations lack the resources to do

23/26

Books: sociology;
Information Book Awards; Africa;
language; history textbooks

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Talkback: homework; volunteer work

A document published
this week advocates some radical changes in the
organisation and philosophy of
young volunteer work. Graham Swain reports

this effectively. The financial plight of many organizations, especially the large majority which are voluntary, means the organizers spend a lot of time ensuring the survival of the agency rather than getting on with the job.

One agency appoints organizers on the basis that they will rely on dole money to provide their personal income; the agency receives a small amount of money from the social services department towards general expenses, usually who can employ full-time staff usually pay salaries considerably lower than those of equivalent workers in youth and community work, social work and teaching.

This results in a reliance on relatively inexperienced and usually untrained staff, many of whom cannot afford to stay in this work for long.

The national working party believes that many of these difficulties stem from the low level of awareness of young volunteer work, and the consequent failure by central government, local authorities and allied professions to recognize the potential contribution it can make to the social education of young people and to community care and development. Through its discussions with central and local government, allied professions, education and training agencies, the national working party hopes to secure not only greater recognition but also increased financial, professional and training resources.

At present the financial situation is very confusing. Young volunteer organizations receive grant-aid from a wide variety of local authority departments: one agency last year received such aid from 11 different departments. Others receive none at all. A few agencies, such as Sheffield Youth Action, are more fortunate. This group is integrated with the youth and community services, and employs a youth officer and two youth workers. In addition it has automatic access to the training, professional, information, material and administrative resources of the L.E.A.

The lack of recognition means no full-time training is recognized as appropriate to the needs of young volunteer organizers. This is equally true of in-service training opportunities and professional support services. Thus there are isolated, untrained and ill-supported workers striving hard, but sometimes hopelessly, to meet the expectations of the disparate groups with which they work. The national working party are looking principally to the youth and community work sector, with whom they see their work most closely allied, to open doors to young volunteer organizers. They are opposed to the creation of yet another profession, and believe that they have a contribution to make to a more generic approach to work with young people. Through the increased activity of the national working party and the impetus given by the creation of the Young Volunteer Resources Unit at the National Youth Bureau, young volunteer work has made great strides in the past 12 months. But it still has a long way to go before it realizes its goal, of there being "available for all young people, irrespective of their social or educational background, opportunities for voluntary community involvement".

Graham Swain is the development officer of the Young Volunteer Resources Unit, National Youth Bureau, and a member of the National Working Party of Young Volunteer Organizers.

Parental choice of school is still a contentious issue, often cutting across political or educational loyalties. Here David Mandel provides a detailed description of the pioneering voucher experiment in Alum Rock, California, while R. G. Wallace (below) argues that parental choice is not just unimportant, but positively harmful

Schools on the market

For the past three and a half years the United States Government have been supporting an education voucher demonstration programme in the Alum Rock union school district in San José, California. The voucher idea has drawn support from individuals representing all shades of political opinion in the United States.

Conservatives, who take a "libertarian" position, have been intrigued by the possibility of creating a free market for educational services and reducing the role of the state. Liberals, who have a greater commitment to equality of choice than to liberty, have been attracted by the opportunity to broaden access to schooling for all society, and to secure funding for alternate forms of schooling including community based schools.

The opponents of vouchers have voiced similar sentiments to those now being heard in the United Kingdom—vouchers would lead to segregation by race and class; county schools would become "schools of last resort" populated only by students who were either unwilling or unable to seek out more prestigious schools.

Before the Alum Rock programme,

voucher debates were conducted largely on the basis of postulations by one side or the other as to the effects of such a system. It was for the most part a theoretical debate with neither faction able to marshal any facts to support its theory. Faced with this situation, the United States Office of Economic Opportunity announced that it was prepared to fund a series of five to seven-year field-based experiments that would provide evidence on the effects of vouchers, so that a more informed debate could take place.

Today in Alum Rock 9,000 children, aged between five and 13, in 14 schools take part in a programme designed to increase the schools' responsiveness to their constituents, to encourage diversity of educational programmes, to increase parental satisfaction, and, ultimately, to

improve the quality of education. At the same time, the programme has been designed to prevent vouchers from being used to ethnic or social stratification, ensuring equal access to schools.

The principal characteristics of the education voucher system are:

● Parents receive a voucher worth average cost of education in the district and each school's tuition is set at a rate.

● Educationally disadvantaged child receive a voucher of increased value, a compensatory voucher.

● Parents are free to apply to any participating school in the district. Schools must accept all children that apply, long as space permits, and if a school oversubscribed a random drawing is held to assign places. Once a child is enrolled in a school, the child's voucher is added

A choice myth

Education is often bedevilled by the fervent promotion of concepts which have little to do with its quality or content. The present promotion of parental choice in secondary education is such a case.

In recent years, new secondary school systems have been denounced for reducing parental choice. The growth of comprehensive education has been blamed for this alleged loss of choice, and a body of opinion led by the Institute of Economic Affairs has advocated more choice and the adoption of vouchers as the way to achieve it.

There is no sound reasoning and few facts to support the belief that parental choice can promote excellence, and the argument that choice has been reduced in recent years lacks honesty. Parental choice became an issue in the 1960s and 1970s only because in densely populated areas, where children can easily reach several schools, the development of comprehensive systems has given most parents the chance to express a preference for one school for another. Before, this opportunity was available only to those who wanted denominational schooling, or could buy places in private or direct grant schools. That was the limit of choice.

For most parents, whether their children eventually went to a grammar or modern school, there was no choice at all; decisions were taken by local authority and head teacher selectors. Systems of comprehensive education which do not include zones have confronted parents for the first time with the need to choose. They have encouraged parents to assess schools (albeit with little data on which to base their judgments), and led to occasional outbursts by parents dissatisfied with the results.

The voucher-mongers have charged into this difficult situation and received much publicity. Their critics, who now include Edward Heath, have exposed the shallowness and impracticality of the idea, and there is no need to do so again. Far more important than the argument over vouchers is the question of parental choice itself. Choice has been widely and thoughtlessly accepted as desirable both in itself and as an educational panacea which will raise general standards. It is neither of these.

All can agree that it is desirable for parents to be satisfied with the school which their child attends. In most cases such satisfaction is crucial to the child's progress. Many people would go further and claim that the reputation of a school, with parents as an important yardstick by which it should be judged. To accept these views does not, however, imply an acceptance of parental choice. Giving parents the right to express a preference for one school rather than another, by completing a local authority choice form or by taking a voucher along to the chosen school, will in no way contribute to excellence in schooling.



Many parent groups have expressed views about their authority's schools structure...

A system of choice merely sorts out who has the good schools and who has the poor ones. It does not alter the quality of either, except inasmuch as it accentuates existing trends, making the poor school worse. It could even make good schools lower their standards by inducing self-satisfaction and making it only too easy for them to silence criticism from parents by reference to the numbers seeking places, and the vacancies which exist in the school down the road.

Parental choice is not just unimportant; at present it is doing positive harm. It is a blind alley which, by purporting to offer rapid results, will put off the day when we must face some fundamental problems. The real problems of secondary schools are the quality and permanence of staff, confusion over the curriculum and examinations, and, in some of them, poor organisation and control. These and other problems are currently undermining much of the excellent work being done. Secretaries of State, local authorities and teachers' unions can tackle these problems, but there is little that individual schools or groups of parents can do about them.

If a school is poorly directed, because the head is incompetent, parental pres-

sure will not make him or her competent. Staff turnover is a major problem in all schools. Its causes are the hierarchical salary structure, and the high proportion of married women who have to follow in their husbands' footsteps when they move jobs. How can parents have any influence in removing these major obstacles to the achievement of excellence in education?

The operation of the 1944 Education Act, in which the principles of parental choice of school and parental responsibility to ensure that children are efficiently educated, were linked, is evidence that these factors cannot promote high standards. The responsibility placed upon parents (as well as upon local authorities) to ensure that children are educated in accordance with their age, ability and aptitude was seen in 1944 as the means by which parents would successfully demand high standards in schools.

This view was expressed by no less an authority than H. C. Dent, who had influenced the contents of the Bill and was to proclaim the virtues of the Act when he wrote in an unashamedly propagandist work, *The New Education Bill*, "... why it should be supported, that parents will have a legal duty to see that these [schools] are well and efficiently conducted. When this Bill becomes law, its success will very largely depend upon the conscientiousness of parents discharge their duty." More than 30 years later we can see that Dent's faith in the ability of parents to influence the quality of education was misplaced.

Even if parents could form themselves into homogeneous groups sufficiently large for them to be able to say to local authority: "This is the kind of school we want," the problem is not solved. Few would argue that parents' wishes alone should determine the nature of schooling. Our vast experience of educational practice here and abroad, the professional contribution of teachers and the perfectly proper influence of the public at large through political parties, have a part to play.

In any case, the experience which we have in schooling based on group parental choice shows that views can change, but that we would be unwise to regard parental wishes as an overriding criterion. Thirty years after the Roman Catholic and Anglican authorities fought for principles of continued denominational schooling, they now find some of their followers wanting places in mainstream schools. Some Catholic secondary schools are now undersubscribed because Catho-

lics to the school's budget. As a consequence, the school's revenues, the size of the teaching staff and the amount of discretionary funds available are dependent on a school's ability to attract students.

● Free transportation is provided to all children who choose to attend non-neighbourhood schools.

● Students are permitted to transfer schools at any time during the school year.

● Parents receive information each spring on the schools' offerings for the coming autumn, as well as historical data on student performance and resource allocation.

Each school has subdivided itself into two or more mini-schools that profess to differ either in teaching style (traditional, open, learning by doing) or curriculum emphasis (basic skills, bilingual/bicultural, mathematics/science, fine and creative arts). These mini-schools were created in recognition of parents' strong ties with their neighbourhood school; they allow the selection of alternative programme without the need to transfer children. In all, 50 mini-schools

are now operating during the fourth year of the demonstration.

Though the original plan called for the inclusion of privately managed schools, the Alum Rock programme has been confined to publicly managed schools. The resulting limitation of parental choice has led some observers to the conclusion that vouchers were never really tried in Alum Rock. While I would agree that a full test of the free market theory requires the participation of privately managed schools, the partial implementation of vouchers found in Alum Rock represents an important learning experience from two perspectives. First, we have a better idea of the administration needed to make such a system work, and in the process of observing the demonstration have discovered some approaches that are faulty. Second, the results of the Alum Rock scheme will give some hint of the likely outcome of similar experiments.

This learning is continuous as each year of the programme is concluded. Our observations so far are:

● The prediction that vouchers would

lead to segregation, biculturalism and generalized chaos in the schools has largely proved unfounded. While the minority population of the school district has continued to increase slightly, in conformance with a long-term trend, the ethnic distribution among schools has remained relatively stable.

The only exceptions to this is the substantial percentages of Mexican-American students attracted to the bilingual programme. Biculturalism has been avoided by the careful regulation of information sent to parents by the schools. After some minor difficulties that were to be expected when starting such an institutional innovation, the voucher mechanism is operating relatively smoothly.

There are still difficulties over establishing the schools as truly independent financial entities in the face of teacher tenure statutes, and the requirement that contractual arrangements with teachers be executed by the district itself. However, a substantial measure of budgetary discretion has been delegated to schools, and in some instances this authority has been passed down to the mini-school.

Parents appear to be well satisfied with the voucher experiment. In a survey conducted in the autumn of 1974, 88 per cent of parents who had taken part in the demonstration for one or more years agreed that the voucher system would result in better "public" schools in the area. Seventy-four per cent thought the programme could give parents more control over the schools. The opportunity to choose their child's school was overwhelmingly endorsed by 94 per cent.

At the beginning, parents of low socio-economic background did not understand the terms and conditions of the programme as well as the others, but by the second year widespread understanding of how the programme operated was evident in parents' responses during personal interviews. Their criteria for school selection have also changed as the demonstration has progressed.

Initially, location was the overwhelming basis for school selection, reflecting parents' close ties to their neighbourhood. We now find location is less of a factor, and curriculum and quality of teachers are more influential.

● Student transfers usually occur between school years rather than during the year, and the transfers are more often between mini-schools within a given building than between buildings. There were initially few transfers, with only 4 per cent of the students changing schools as the demonstration began and with fewer changes still during the first year of the programme.

This sharply changed between the first and second years, when 16 per cent of the students eligible to transfer between buildings chose to do so, and 29 per cent of the eligible students shifted mini-schools within a building. This pattern was repeated in the second and third years.

The effect of these transfers on school enrolment was evident from the start. In the first year one school lost 17 per cent of its previous enrolment and another school had to rent portable classrooms to accommodate the excess demand. Changes in enrolment of similar proportions have continued in the third year, with changes of more than 10 per cent commonly found.

More dramatic changes have also taken place. The second year saw one mini-school lose 58 per cent of its enrolment and another 27 per cent, while two popular mini-schools gained more than 60 per cent. These sharp shifts in enrolment are ample proof that parent choice can significantly affect the curriculum, teacher placement and the financial well-being of the school.

● Teachers in the Alum Rock voucher schools have from the start reacted favourably, in contrast to the national teacher organizations. A survey of teachers administered this spring showed that 58 per cent thought that, in general, the voucher demonstration would increase the quality of education, while only 8 per cent thought quality would decrease.

Similarly, 66 per cent believed the demonstration was having a positive effect on students, while 8 per cent thought its effect was negative. On the issue of the quality of parents' choices, 93 per cent of the teachers rated these

choices as good to fair. In addition, 62 per cent of the voucher teachers thought classroom innovation had increased, while only 9 per cent were of the opposite opinion.

Although the Alum Rock demonstration was designed mainly with the needs of parents and students in mind, it has served the participating teachers, quite well. They teach in mini-schools that for the most part reflect their interests in terms of curriculum and organization. They have students who for the most part are enrolled there because it was their parents' first choice. They work in small units with other teachers who hold similar views and who often are there by choice; and they have acquired substantially more influence over decision-making in curriculum, budgeting, new teacher hiring and student discipline.

● Student achievement, as measured by scores registered on standardized achievement tests during the first two years of the demonstration, has not changed discernibly. These measures of achievement in reading and mathematics are characterized by large variances and limited reliability. They have often been administered in ways that adversely affect their interpretive power. Nonetheless they are the best measures of educational quality that we have. While it is possible that the quality of education has changed, and parents and teachers are of the opinion that it has, we have no hard evidence to make this case.

● The extent of diversity created in the Alum Rock schools is also an open question. It is clear from our teacher surveys that the faculties perceive marked differences in the mini-schools, and parents feel that an adequate number of alternatives are being offered.

But we still do not know if voucher schools are more diverse than non-voucher schools. Diversity can clearly be created without the voucher mechanism, but we are of the mind that the existence of options without the opportunity for consumer input will result in a less suitable match between supply and demand.

In Alum Rock the demonstration has another year to run after this school year. Though the district will be faced with a number of tough decisions. While some pulling back will no doubt occur, many of the changes seem destined to remain. Several features of the voucher programme, most notably parent counselling and free transport, will probably be scaled down to fit within the historically tight fiscal constraints of the district. What happens when the experiment concludes—and the district is left to fend for itself—will provide a good indication of viability of the voucher.

In America there are voucher-like mechanisms for post-secondary education and day-care services, but the theory has yet to gain widespread acceptability in primary and secondary education. There is movement in this direction, though. Some school districts who face actual or impending court orders to desegregate their schools are beginning to consider such mechanisms in designing systems to promote racial balance.

Educators following the lead of James S. Coleman's recent study, *Youth: Transition to Adulthood* (prepared for the Panel on Youth of the President's Science Advisory Committee) are beginning to consider vouchers that can be split between school and vocational training outside the school for adolescents about to start work.

While the Alum Rock project has not exactly kindled the imagination of the American masses, it does represent an education delivery model with many components worthy of emulation. A modest incentive structure has been established in the schools, teachers have eagerly accepted new responsibilities, parents and students enjoy a set of options that were previously non-existent, and the adverse consequences are negligible. It appears that education vouchers continue to be an appealing idea worthy of a full test.

David Mandel

David Mandel is in the School Finance and Organization Department, National Institute of Education, Department of Health, Education and Welfare, Washington DC. Next week: Vernon Bogdanor argues the case against vouchers; Rhodes Boyson answers his criticisms.



... but will greater parental choice mean better education for the individual?

parents have preferred a maintained school for reasons other than religion.

● Birkenhead Catholics felt so strongly about keeping their previously held right to have places in non-Catholic secondary schools that they took the local authority to court in 1968-69.

Here were parents, for whom a school had been provided in accordance with their wishes, demanding not to use it if that occurs in the case of parents who have a clearer view than most of what they want from education, what is the point of providing schools for groups of a much more transitory nature?

It is disingenuous of Rhodes Boyson and others to pretend that they are solely concerned with the achievement of excellence in education. It is necessary to question not only the wisdom but even the motives of those who advocate greater parental choice, especially when vouchers are included in their schemes. Vouchers are merely a device by which fee-paying schools, many of which are in financial difficulties, would get a new lease of life, and by which social selection in maintained schools would replace the academic selection which we are currently abandoning.

One writer in an Institute of Economic Affairs book, *Education, a Framework for*

Choice, was unguarded enough to admit that vouchers are a way of "preserving in this country the superiority of the independent over the comprehensive school". That, not the promotion of excellence in all schools, is their goal.

If parents were given the right to criticize and influence decisions about the running of the schools which their children attend, and if local authorities were to lay down some criteria by which schools should be judged, general standards might be raised. Parents, whether their children go to one of the most expensive public schools or whether they attend a neighbourhood secondary modern school, do not have such a right. It is the autonomy of schools and the absurd hesitancy of authorities and parents alike in criticizing them that allow standards to slip, whether parents have a choice of schools or not.

When parents are given the opportunity to choose a school they are led to believe that they have influence. It is time for us to abandon this subterfuge, and to work out what should be the proper relationship between a school and its parents.

R. G. Wallace

R. G. Wallace, is head of Bedwell School, Stevenage, Hertfordshire.

Review letter

As author of one of the titles particularly criticized by Philip Sauvain in his recent review (TES, April 9) of Macdonald Educational's World Topics series, perhaps I may be allowed a reply?

In defence of the series, it is true that the 24-page format does not permit a detailed coverage of its subject-matter, but that is not the intention. The aim is to provide a framework for classroom discussion, which the teacher can fill in, rather than to do all the teacher's work.

Mr Sauvain's most serious complaint is of lack of balance in my book *The Divided World*. However, it is surely not opinion but fact to describe the income differences existing in Britain and similar countries as "inequality"—and not beyond the wit of teachers to qualify this statement as they think fit. Secondly, Mr Sauvain objects to the short definition of dictatorship as individual or minority rule without majority consent, in the grounds that it does not fit Nazi Germany. But Hitler was not yet a dictator when he was elected chancellor. Lastly, in implying that one-party democracy is a contradiction in terms, Mr Sauvain seems to forget that our (Western) definition of democracy is not a universal norm.

Of course, there is room for debate on all these and similar matters. This is exactly the reason for the book. But the easily made and possibly damaging charge of lack of balance is not borne out by the title Mr Sauvain has chosen to pick.

Yours faithfully,
LIONEL GRIGNON,
28 Ashleigh Road,
Mortlake,
London SW14.

Philip Sauvain writes:

I did not set out to write a "nit-picking" review. And I do not. I would have drawn attention to other statements with political implications which may require further explanation or qualifications as the last sentence on page 11 which begins categorically "The USSR does not exploit the Third World". Nit-picking is a futile exercise. My point is simply that where opinions are expressed it should be clear to the pupil at the time of reading that these are opinions and not undeniable facts. The author does this himself in several places, such as on page 11 where he says "Critics of the United States claim that its great wealth is partly obtained at the expense of Third World countries, whose raw materials are exploited by American companies".

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An image from "Ghana: An African Portrait", an educative compilation of photographs by the late Dr. Strand, with a commentary by Basil Davidson (Gordon Fraser £11.50).

From another country

Naomi Mitchison on the African novel

The Mourned One. By Stanlake Samkange. Heinemann £1.20. 435 90469 8.
The Minister's Daughter. By Obi B. Egbuna. Heinemann 90p. 435 90456 6.
Waiting for the Rain. By Charles I. Mungoshi. Heinemann £1.25. 435 90470 1.
Midaq Alley. By Naguib Mahfouz. Heinemann £1.25. 435 90452 6.
Brother Man. By Roger Mais. Heinemann 65p. 435 98594 9.
The Humming Bird Tree. By Ian McDonald. Heinemann 55p. 435 98575 2.

How much does fiction reflect the life of the people about whom it purports to tell? Are any of the Americans who happen to know in the least like the Americans of New York fiction? I can't believe they are really crypto-Americans. Are any of us, for that matter, like Charlie Walters out of Iris Murdoch or Marjorie Sparke? Again, I can't help thinking my Australian friends are more like me than like Patrick White's people.

When it comes to Africa or India or other "developing" countries we are to a certain extent dependent on their novelists if we want to know more about them. There are, of course, many competent and imaginative Indian writers who use English as their medium and who are writing for an educated and sophisticated English-speaking audience both in their own country and here. But for Africa we are more dependent on sources such as the Heinemann African Writers series which are all in paperback and so within the financial reach of their readers.

Most of them use English as a second language; I don't see in childhood but at school or even later, which means that some of the subtleties of spoken English may be missing. There is also the problem of translating the conversations in their novels out of the normal home language into colloquial English—not at all an easy matter but essential. African writers seem to enjoy setting their characters to talk with one another. They're apt to be a little stilted in description, but perhaps just don't think it's important. It may well be that many of them are natural playwrights and must therefore, when writing their books, think mostly in terms of the conversation.

The big names from the West Coast are not included in this

bunch of recent African writers. I have not seen Chinua Achebe's new short stories nor Ayi Kwei Armah's latest novel. Ekwensi has in new book in the Heinemann list. Ngugi has short stories which I have not seen yet. However, of these three recent paperbacks Stanlake Samkange is much the most assured and competent; he has language as well as clear from his earlier and fascinating study of Rhodes: *On Trial for My Country*. This new book, *The Mourned One* is a mixture of fact and fiction cunningly devised so that one is whole story of the protagonist's life and then destroyed. There is some delicate fun and the Missions are regarded in an ambivalent way which tells the reader much more than would come out of any factual report.

The Minister's Daughter is well written and lively but the plot is rather too melodramatic. The characters are divided into goodies and baddies in a way which is far from reality, European or African. *Waiting for the Rain* goes deep into tribal life into the problems of a family with all its complex relationships, not only with the living but with the dead, including the ancestors who can dominate their successors through the thin veil between one world and the other. It is, I think, truthful and holds the balance fairly between old ways and new; it is about something which most of its readers will know the edge of, if not the inside. For the reader in this country it may be hard to follow, as hard as it might be to work through thick bush; but certainly Mr Mungoshi, from Zimbabwe, has helped to guide us.

Egypt is part of Africa, though also part of the Mediterranean world. I know Cairo to some extent and *Midaq Alley* recalls vividly the tempo, the noise, the crowds. The author doubtless speaks two or three languages and has probably helped to the lively translation. The plot is as tangled as the initial alley, not so unlike those of the unrenowned Edinburgh close if you house for the Egyptian coffee. They gossip and pray and lie to one another, and pray and lie to one another, rather dirty, but full of suppressed intelligence, comes alive. But the Caribbean is a different problem. Here English is the lan-

guage of everyday life far from being the English of the land as everyone who has been in most London schools knows. I have been in London for a long time, highly expressive and, I think, highly intelligent. I was first published in 1955, shortly before the sad death of Roger Mais, the author. It doesn't date, largely because the richness of the language often goes on for page after page carrying the reader on even if exact meaning escapes. The book is about the struggle between the Kistufuri hero, leader of the higher and the evil of urban criminal smash-and-grab living which most of the characters are caught in the underside of the action with drink and black magic. Those who think of Jamaica in terms of a travel brochure may do well to look at this poem.

The Humming Bird Tree is a charming book about the love of white Alan and black John. The heroine, Jallina, and her brother, Kaiser, are East Indian Trinidadians, a cut above the cutters of African slaves and still totally unacceptable to the social level to the whites. The book is about class, made more painful by colour, which has progress of class mobility which has, over the last century or so, vastly altered the European scene. Although the book is a long generation ago it is still still valid, though the white side by this time is doubtless more grown and certainly more Americanized.

I think we may well find that something from some of these books, even if it is not the whole truth, in all of them except *Midaq Alley*, where the characters and their own problems, it appears to me, the whites must be made to feel the blame though it is admitted that some of them did some good. In fact, the Southern African caught between blaming the natives and sacrifices of their own past and the mission. The plot is stopped this but brought to a great many African are by the managing to pick out the best of both worlds and to get along with it, and maybe that does make for the kind of plot that has been used up to now in African novels. I hope new will soon be used, and mean a one-sided picture is better than no picture at all.

Language in living

Margaret Spencer

Children and Language: Readings in early language and socialization. Edited by Sinclair Rogers. Oxford University Press £3.00. 19 47007 0.

At this very moment it must be difficult to believe Michael Halliday's assertion that "We are still very ignorant of many aspects of the part language plays in our lives". No one can ignore the reduplicative increase in the study of linguistics, psychological, sociological and educational, and the Halliday Report has blessed this false by laying a moral and professional obligation on all teachers to come to terms with the findings of the experts in this field. Some of the most important literature is scattered throughout the learned journals of the English-speaking world. To advance beyond Longman's 1964 crop of papers in *New Directions in the Study of Language* is to take on the flight of the innuendo (Chomsky et al) with the behaviourists (Skinner et al), the problems of thought and language (Piaget and Vigotsky), language and social class (Bernstein, Labov,

Rosen), language and learning (Britton, Wilkinson, Dixon). Even the most dedicated of the non-group, those who need to know the implications of these debates, are daunted by the task of coming to terms with what is known about the role of language in living.

Thus Sinclair Rogers is the more to be praised for clearing the ground in one particular area with a collection of 21 readings which "links the development of language to the broader social and functional aspects of language actually being used". By a series of section headings he connects significant language on the social context of language, the functions of language in understanding the self, the world and society, the language and development of thinking, language and meaning, language and the environment. Each piece comes with a brief bibliography. In this way, Sinclair Rogers is able to make his central point: that the whole child in his total situation has to be considered—more cogently than the juxtaposition of papers with different emphases (McNeill and Bloom, for example) and by including essays rarely found together but necessary for the development of a powerful theme: (Halliday) "Relevant Models of Language" and "Learning to Mean".

With commendable relevance to the needs of students, the collection includes papers which deal seriously with what seem "popular" aspects of the topic but which are significant points of entry for interested beginners: the language of the family, how the deaf learn language, the "wild" children, and the abilities of apes.

The topics have a place, and there is the best of reason, Bernstein. There is no doubt that the editor has done what he intended, that he shows that what we know and most acknowledge is that children's language is much wider in its range and function, more meaningful in the definition of "the self" than the earlier studies indicated.

What is missing is a piece by the editor himself. His book called *They Don't Speak our Language* is directly related to his theme, and while we cannot have everything at once, in 400 pages or so there should have been a place for a study of expressive language, which includes the language of play and the language of more than a passing, mimetic weakness in this collection which sets out to make socialization the focus of concern, is any effective paper on culture, society or class later than Whorf's classic study.

One way to success

Howard Sergeant on English as a second language

Industrial English: An example of theory and practice in functional language teaching. By T. C. Jupp and S. Hodlin. Heinemann Educational £6.50. 0 435 28400 2.

During the past 15 years or so there have been such radical changes in the teaching of English, affecting methods, materials and equipment, that some enthusiasts have described the revolution in mind. Teaching revolution, however, without detracting from the progress that has been made in the field, it must be recognized that the emphasis has largely been placed on how people learn and what language is, little has been done to study situational needs or the motivation of learners.

Industrial English is concerned with the teaching of English as a second language for specific functional purposes to adult immigrants who have settled in the United Kingdom. What makes the book so important (though it should have been obvious) is that it concentrates upon language in use as a part of

social behaviour and insists that any successful functional course must aim at training students to use English in the situations in which they find it. What the students have to learn is not "language" as such, but "communication", and their progress is measured, not by theoretical performance in the classroom, but by successful communication in the real world in which they earn their living. For such a course two basic principles should be kept in mind: first, use, as well as rules of form, must be learnt; and the specific needs of learners must be central to all the choices a teacher has to make.

The book is in two sections. The first considers some of the fundamental problems in language teaching and outlines the principles and methods essential to such a valid functional approach, paying particular attention to the varying linguistic needs of students. The second provides a series of graded language teaching materials developed as a basis for in-company English language training for employees, with detailed guidance on method and learning process.

Foundation for thought

Alan Tuckett on literacy and politics

Literacy in 30 Hours: Paulo Freire's Process in North East Brazil. By Cynthia Brown. Writers and Readers Publishing Collective 45p. 904613 05 4.
The Literacy Process: A Practice in Domestication or Liberation. By Carol and Lars Berggren. Writers and Readers Publishing Collective 45p. 904613 04 6.
The Economics of Nonformal Education: Resources, Costs and Benefits. By Monayer Ahmed. Praeger 111 Fourth Avenue, New York 10003. \$12.50, 275 05190 0.

"Literacy," said Lenin, "is not a political problem, but the very foundation upon which it is impossible to speak about politics at all." A bit odd, perhaps, to the political acumen of Freire's student, who said: "I want to learn to read and write so I can stop being the slave of other people."

Freire argues there has been little attention paid to the experience of other countries in the mounting of the literacy campaign in Britain. These books serve to widen the

debate, pointing to the interpenetration of reading and politics—both in the area of what "reading" is, and in the recognition that political choices are made about who has the opportunity to learn to read.

Cynthia Brown's book opens with a clear exposition of Freire's method. It is succinct, and stimulates the literacy worker to consider methodology and content afresh. Unlike other accounts, it concentrates on the use of pictures in stimulating a critical discussion, from which the generative words to reading in meaning from the start.

Two interviews complete the book. They explore the transfer of Freire's ideas to work with children in the United States. The interview with Herbert Kohl brings out the central problems faced by an educator, paid by the state who embarks on the "consciousness" process. At the point that the technique begins to succeed, the "marriage" of literacy and politics is not. For Freire, reading and politics are at one, and we should

note that in Brazil, and again in Chile, the political consequences of that process were that the methods were suppressed, the books burned. I should like to see some programme, apparently successful, with its sophisticated methodology, overview, but I found the book fragmented. Their extremely good discussion prevents the authors from pressing home many of their points; we look in vain for an analysis of reading failure in industrialized societies, for an account of how reading liberates, and what it liberates us for.

The Economics of Nonformal Education presents stark choices for administrators. In the context of population pressure and poverty, uniform education appears because it seems to be cheap. But the book reminds us again that education reflects social policy, and might tempt us to turn Lenin's remark on its head, and suggest that politics is the very foundation upon which it is impossible to speak about literacy at all.

Children's literature

Inside the time machine

Andrey Laski

Time Tangle. By Frances Egner. Hamish Hamilton £2.60. 241 89329 1.
Time at the Top. By Edward Ormondroyd. Heinemann £2.90. 434 95570 1.

"The past is another country", and one which in children's books often seems as visible as France. In *Time Tangle*, though, the heroine, Beth, does not actually go back to the days of the first Elizabeth, but rather meets Adam, a boy of that time, on some kind of temporal border at the convent, once a Tudor home, where she is having to spend her Christmas holiday. Not he entices her help to warn Father Gerard, a fugitive Roman Catholic, to walk into a trap.

The chief pleasure of this sensitive story is Beth's narration. She is a recently widowed girl, daughter of a perpetually worried mother, who takes on the role of a time-traveller, but at the same time

has a dry, comic awareness of the absurdity of some of her postures. As well as "normal" adolescent activity, her play-acting is protection from the misery of her mother's death and the separation from her father, whose work keeps him abroad. This dark theme is delicately touched on, with a skill which enables the writer to be properly funny about sadness, particularly in the matter of Beth's engagement to her former best friend, and her exultantly embarrassing visit to the friend's family. Equally delicately done is her feeling for Adam, the sixteenth-century boy she knows for so short a time. The story's weakness is the slightness of the plot: the fact that Beth and Adam do only meet on the border means that there is very little development of the adventure.

In *Time at the Top*, Susan, another girl who has lost her mother, actually travels into the nineteenth century—by elevator. This is an American tale. She has been given her passport for three visits, as it were, by a mysterious old woman, perhaps a motorized good fairy or white witch. Again

like Beth, she finds herself dragged into assisting with the problems of long-dead people, but being an exceedingly competent child, she finds a way of doing so which also solves her own. By the end of the story both Susan and her widowed father have disappeared, leaving the narrator (the author herself watching from the sidelines) to realize from an old photograph that she has succeeded in locating them into a past in which her home street had not yet become part of the city. What is more, she has changed the past.

This is a lighter story than *Time Tangle*, but equally sensitively written, though Mr Ormondroyd occasionally allows himself a rather prissy vocabulary. Minor characters like Mr Bodoni, the janitor, and Toby, the nineteenth-century cat, are delightfully sketched in. There is an agreeably literate flavour to the book: when Susan wakes in a stable, "a small spot detached itself from the lintel, 'dropped' and 'paused' and 'paused' again: 'a spider', Susan thought, 'Charlotte, making Charlotte's web'."

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Revelling through the Renaissance

Brian Alderson

Philaster. By Beaumont and Fletcher. Edited by Dora Jean Ashe. Edward Arnold, Regents Renaissance Drama Series £4.00. 0 7131 5785 2. Paperback £1.95. 0 7131 5786 0.

The Widow's Tears. By George Chapman. Edited by Althia Vanada. Methuen Revels Plays Series £9.50. 0 416 03020 3. Paperback £3.50.

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Women Beware Women. By Thomas Middleton. Edited by J. R. Mulryne. Methuen Revels Plays Series £6.00. 0 416 03020 3. Paperback £3.50.

The Country Wife. By William Wycherley. Edited by David Cook and John Swannell. Methuen Revels Plays Series £6.00. 0 416 03020 3. Paperback £3.50.

416 70360 7.

The "Revels" and the "Regents Renaissance" series of Elizabethan and Jacobean drama have been with us for well over a decade now and their divergent editorial practices can be observed and contrasted through many duplicated titles.

While both series argue the case for, and supply what they hope will be the most authoritative texts, neither carries fidelity to the ideal of critical bibliography to the point of providing old-spelling editions; and while both would see their market as being "universities and the upper forms of schools," the "Revels" editors pursue their task more exhaustively than the "Regents" do.

Rooted in generations of publishing experience with the "Arden"

Shakespeare, the "Revels" volumes grow naturally alongside that thoroughgoing series. They not only support the text on each page with a foundation of variant readings and glossarial aids, they also wedge the play securely between a lengthy critical introduction (that to *The Widow's Tears*, for instance, runs to 85 pages) and a variety of appendices (the least technical of which is a reprint of sources and analogues—*Women Beware Women* here has four). By contrast, the "Regents" series has brisker introductions on the play and the chosen text, and the volumes often conclude simply with a chronological table (although *Philaster* here is given a modern-spelling reprint of the variant first and last scenes from the First Quarto—a service rendered by the "Revels" editor too, but uncharacteristically in old spelling).

Other things being equal many teachers or librarians selecting editions of these plays for the school library must surely feel themselves impelled in the "Revels" series. Physical considerations apart (pockets, bindings and typography are much superior to "Regents") the immense editorial apparatus ensures that almost every atom of the text is scrutinized; indeed, Professor Vanada goes so far as to gloss words like "suffer" ("=tolerate"), "dumps" ("=fits of melancholy") which are so elementary that one must question whether anyone who does not know them should be reading Chapman at all. (Curiously though, neither Professor Vanada nor Ethel Smeak, who edited *Widow's Tears* for "Regents" in 1956, sees fit to discuss the parallel

treatment of the play's main plot by Christopher Fry in *A Phoenix Too Frequent*.)

"Other things being equal" is a weighty proviso however, since the prices of the new volumes in the "Revels" series must make many students and school librarians ponder their priorities before they buy them (the "Regents" edition of *Widow's Tears* is only £1.40 in paperback, against the £9.50 of "Revels", admittedly in cloth). But schools should possess editions of these plays for they all have a great deal to offer anyone striving to get beyond the "set-book" approach to literature.

Price differentials do make one ask whether, say, Professor Vanada's careful, but pedestrian analysis is more illuminating than E. Smeak's briefer but more engaged discussion of 1966. They also make one ask whether there may not be a different, but in some respects more valuable educational experience in using editions of these plays which do not do all the "A's" and cross all the "X's". Accurate, yes, yes, contextualizing, yes, but any student with enthusiasm for the glittering and resilient drama of Jacobean times should also have an enthusiasm for wrestling with the text itself—a sentiment which applies to the *Revels* edition of *Philaster*, which have now entered the Methuen series in the person of *The Country Wife*. Money saved by buying plain-text editions of these plays might perhaps be usefully devoted to building up a collection of related and secondary sources that will stimulate enjoyment and scholarship without hurrying them under a hundred footnotes.

Paperbacks

Appalling ironies

Tony Howarth

The First Day On The Somme. By Martin Middlebrook. Fontana £1.50. 0 00 633626 4.

The Nuremberg Raid. By Martin Middlebrook. Fontana £1.50. 0 00 633625 6.

Fighting Auschwitz. By Józef Garliński. Fontana 95p. 0 00 634008 3.

Both books are remarkably well-knit and perceptive histories, but the first, though properly criticised but not hounded, Rawlinson, deservedly, is judged to have been competent-in-chief. In the second, the failure of Harris to bomb the Third Reich to its knees generates a terrible irony. The men who went on the Nuremberg Raid, and the many who made the dramatic slaughter of a land campaign unnecessary—and pretexts. While Harris was being cold-shouldered after the end of the war he had tried to shorten the facts of life in Auschwitz were being revealed. Planted on a marsh in Poland, out of range of the Royal Air Force and of no strategic concern to the Red Army when the Eastern Front rolled westwards, the camp of Auschwitz-Birkenau suffered the sickness of Nazism in its inmates from June 1940 until the SS finally pulled out in January 1945. Józef Garliński's *Fighting Auschwitz* is an important addition to the literature of that appalling history.

As an account of the resistance movement inside the camp, it is systematic, thorough and free of propaganda. Garliński, himself a prisoner in Auschwitz in 1943, bases his book largely on the memoirs of Witold Pilecki, who was voluntarily to the camp in order to set up an underground movement. The resistance did not liberate Auschwitz: it did restore people's faith in themselves and in some of the fellow-men, including a few real heroes. For a German, as in Garliński's words, "remembered with favour in the history of the camp", was to have behaved in ways as to make the saints applaud.

For a year ago the Resources page ran a story on a drawing aid for the blind (July 11, 1975). This simple aid, designed by Ron Van Der Meer, had been used to help blind sixth formers make drawings which sighted people could also enjoy. Some of their pictures were exhibited at the Whitechapel Art Gallery where they attracted a lot of visitors and publicity.

One of those sixth formers was Kirsten Hearn, who had been a promising artist before she lost her sight at the age of 16. Now she is reaching the end of a year's foundation course at Goldsmiths School of Art and Design, the first blind person to be accepted for this kind of course. Kirsten has just notched up another first—Goldsmiths have accepted her for a three-year degree in fine art.

For three terms at Goldsmiths so far have been an educational experience for others as well as Kirsten. The course has had to be made less two-dimensional: art history, for example, cannot be taught through slides.

In her first term Derek Cooper, the head of foundation studies, thought it would be appropriate to start Kirsten on pottery, but she began to dislike it. The point clay clogged her finger tips and numbed their sensitivity. "Of course," he said, "you couldn't," explained Mr. Cooper. "You couldn't," explained Kirsten for not enjoying it.

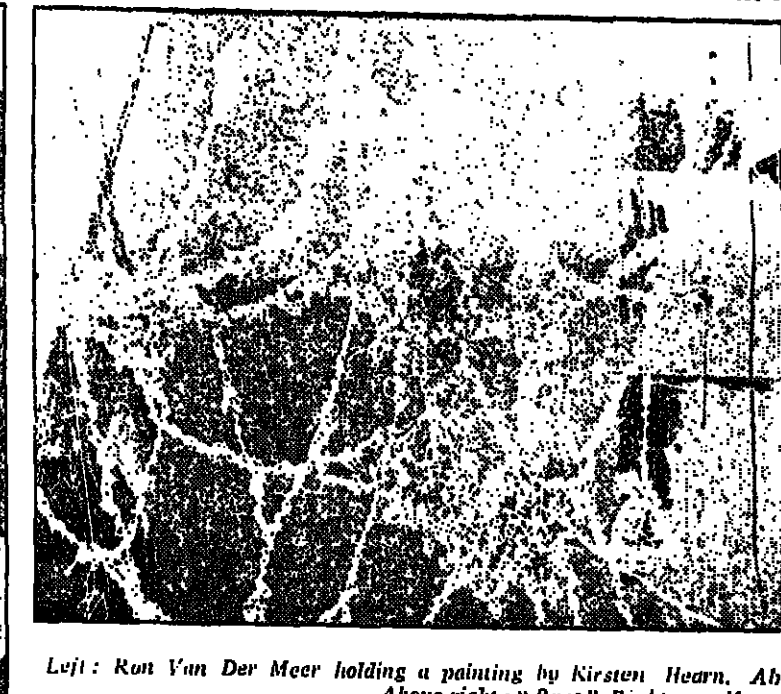
One of the first exercises she enjoyed was modelling her head. The photographs show a series of contemplative, yawning, laughing Kirstens but only one photograph is left. A copy of the best model slipped from her grasp and landed on the floor. Kirsten was annoyed. But, like most artists, she thinks forward to current and future work rather than back to past achievements. Before Kirsten went blind, she always drew and painted. "I'd been drawing ever since I was old enough to pick up a pencil—but she has now made the transition to three-dimensional art. Mr. Cooper felt that when she started at Goldsmiths, Kirsten was hampered by the memory of techniques she used when she could see. But Jon Thompson, the school's dean, believes she has shifted from wanting to experience it as she does."

Certainly her work has an unusual individuality. Most of it is visually interesting, but this is not a bonus. Two well-known fabric designers have to be felt before they can be used much as a painter's colours. There is one obvious hindrance to her sculpting from life. When I asked if she was allowed to touch the models who come to pose for students, tutor Roger Bates said: "No chance. There are very strict rules about using models. You aren't even supposed to let the callipers touch when you're measuring them." So how will Kirsten manage? She has persuaded one or two

friends and another tutor to pose for her but it is one more resource she has to seek out to develop a whole new language for talking about art which does not rely on visual references. Mr. Thompson says that tutors now come and ask if they can teach Kirsten.

An art school is a particularly difficult environment for a blind person to move around in; things never stay in the same place for long and the studios are strewn with obstacles for the unsteady student. When Ron Van Der Meer heard of her determination, he showed some of the work to the staff at Goldsmiths and Kirsten was invited to come for interview. Since then the staff have learned to develop a whole new language for talking about art which does not rely on visual references. Mr. Thompson says that tutors now come and ask if they can teach Kirsten.

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Left: Ron Van Der Meer holding a painting by Kirsten Hearn. Above left: "Large String-Sculpture". Above right: "Rage". Right: a self-portrait.

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The art of feeling

MARY HOFFMAN on Kirsten Hearn, believed to be the first blind student to be accepted for a degree in fine art in Britain

"The careers people had a fit. They thought it would be better for me to train as a physiotherapist," Kirsten recoiled off the "six blind careers": teaching, telephony, typing, physiotherapy, piano-tuning and working in a factory. But she had decided not to become part of a blind clique in which all the people she met and knew were blind. "I was just awkward." Part of her awkwardness was to pretend she could see slightly.

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A boom in sorrow

Jessica Saraga

Fit for Heroes: A Scrapbook of Britain between the Wars. By Lionel Jackson. Blackie £1.30. 216 89911 7.

Britain's Inter-War Years. By Sydney Wood. Blackie £1.50. 216 89846 3.

"These years have seen a boom in sorrow," wrote W. H. Auden of the two neat decades which separated the world wars, and it is the sorrow of the period which is perhaps its enduring characteristic. For the optimism of 1918 was short-lived, and the frenetic gaiety of the twenties was little more than reaction to the consciousness of imminent disaster. Disaster came, politically and economically; the Black Bottom gave way to the Black Shirt, and the vibrant strains of the Jazz Age were overtaken and overwhelmed by the marching feet of the unemployed. The thirties ended still more menacingly than they had begun, with political struggle replacing economic, Britain drawn unwilling but inevitably into events in Europe. British history becomes European history, Europe's fate, our fate.

This sorrow of the period is a dominant theme in both these books, perhaps particularly in *Britain's Inter-War Years*, which is mainly a political history, and thus cannot escape from events. Sydney Wood's narrative is simpler, pointed and well-illustrated; historically, by historians

of key changes, and by "documentaries" after each chapter, containing brief contemporary extracts. The sections on the immediate post-war period are perhaps somewhat contrived, but the effects of the mounting climax in Europe are described with lightness and tension. The book ends with a subtly conveyed suggestion of the approach of a time of change, and of people's half-eager, nervous to face it. This is a clear, concise treatment of the period, and should prove useful both for fifth year examinations and for general studies.

A lighter note is struck by *Fit for Heroes*, although there is serious content here too, not least in the sardonic title. One of Blackie's Scrapbook series, this is an anthology of extracts from novels and newspapers, together with poems, songs, photographs, cartoons and posters. The variety of its material is delightful; unfortunately its presentation is marred by drab, computer print and poor photographic reproductions. However, the book remains an impressive vindication, if any were needed, of the current emphasis on the use of original source material in school history. The great value of a source book is that it can be used, at almost any level, and the bias here is towards the social and psychological manifestations of the spirit of the age, which always have wide appeal.

The themes and approaches of the two books are thus complementary: the scrapbook has immediate impact, the topic-book, basic information. Together they could be valuable.

Among this week's contributors

Brian Alderson is children's book editor of *The Times*. Audrey Laski is director of the teacher training course at the Central School of Speech and Drama. Naomi Attiechian is author of *A Life for Africa and Memoirs of a Slave*. Rex is professor of sociology at Warwick University.

Margaret Spencer lectures at the Institute of Education, University of London. Howard Sargeant is head of the department of management studies at Brookland Technical College. Richard Wilkinson is headmaster of St. Albans School.

Food, labour, capital

Agriculture and the Industrial Revolution. By E. L. Jones. Basil Blackwell £5.50. 0 611 15370 5.

Much of the world today is primarily agricultural, and modern agricultural economies are finding it difficult to industrialize and grow. Since the origins of industrialization can be found only in agricultural societies, examination of the relationship between agriculture and industry in England before and during the industrial revolution might be expected to provide some clues to the problems facing these economies.

Eric Jones analyses pre-industrial England in this collection of essays, and shows how agriculture "contributed in real if complicated ways to the emergence of industrialism in England." He begins by examining the longer-term causes of agricultural change in the 100 years before

Revolution and purge

Modern Europe 1870-1950. By David Sturdy. Gill and Macmillan £1.40. 7171 0655 X.

"Of course it's boring. It's meant to be boring. What do you expect?" said a colleague of mine when an intrepid youth complained about a dull history lesson. Yet some of us believe in the subject and, indeed, would argue that it is the most fascinating of academic disciplines. My personal preference as a teacher is for the period covered by David Sturdy's book. Only an extremely unenlightened child would miss the frightful immediacy of the October Revolution and the Roehm purge.

The book has many admirable qualities. Dr Sturdy deals with social and economic developments such as the emancipation of women, the mass-production of the motor car and the emergence of film as an art form as well as the more traditional classroom

themes. Although he apparently thinks that Agadir is a Mediterranean port, in general he is accurate. There are numerous maps, some of which have been intelligently cut. The price is not unreasonable.

Yet I am perplexed: for whom should I recommend this book? Not for O level candidates. Sixth there is not enough detail. It is determined by the generalizing approach of Sturdy's dry, humourless approach makes no concessions to junior readers, and there are no photographs. Furthermore, *The Struggle for Mastery in Europe*—not by any means an easy thing to read, it would be childish to suggest that Dr Sturdy is deliberately trying to bore his readers. But I find it hard to imagine anyone actively enjoying the book, despite its merits.

Richard Wilkinson

Whistles, turtles and a chair for Alison

HAZEL SHAW on the Design for Need symposium at the Royal College of Art

It is not hard to imagine how an environment of total softness involving hills, slopes, big building blocks and tunnels, will sweep away the fear of being hurt, says Rupert Oliver, designer of Soft Play which, he claims, is the world's first totally safe playground.

After two and a half years of testing and development, it is now possible for children to jump into a "swamp" or swing from "trees" without injury. Brightly coloured and finished in washable nylon, Soft Play would be equally useful for mentally handicapped or normal children. (Inquiries: Rupert Oliver Designs Ltd., 505 London Road, Croydon CR4 4AR, 01-689 4795).

Soft Play was typical of many of the exhibits at the recent Design for Need international symposium at the Royal College of Art. It started as an idea for the handicapped but is so well designed that it has strong play-educational appeal for all children.

Into this category came toys by Ronald Kemnitzer (United States) for children with impaired hearing including the Light Whistle—like a conventional whistle but with a sensitive pressure switch that activates a coloured light when the whistle is blown—for those who cannot hear—and the Tactile-Turtle, designed to interest partially deaf children in music and help them to achieve a clearer understanding and appreciation of the sounds they cannot hear properly.

"Music" or speech is played through the turtle. The shell vibrates with the same frequency as the sounds being played, and the turtle's eyes light up in simultaneous reinforcement of the sound. Playing speech through the turtle encourages speech and expectation, as well as developing confidence and social awareness.

Also by Ronald Kemnitzer was a Finger Spelling Puzzle, designed to help teach the international manual alphabet. The styling of the puzzle marks the first major updating of the typeface in more than 100 years.

Another American, Anne Sokolow, assistant secretary and treasurer of the American Association of the Deaf, is concerned with the design of resources for the handicapped, has been working for

the past year on the design and production of therapeutic toys and games for handicapped children in the paediatrics department of the Charing Cross Hospital. Her toys for blind children were among the most imaginative. A Cocomobile—consisting of four interchangeable hanging toys—was designed to familiarize blind infants with different shapes. For older children there was a House of Sounds. A ball is pushed through the chimney and as it journeys through the rooms and past objects, it makes sounds which provide clues as to which door to open to retrieve it.

"It is for developing attention, concentration, listening and manipulative skills," says Miss Sokolow.

Perhaps the most impressive impact of the three day gathering of scientists, architects, designers and sociologists, was the major contribution being made by the industrial design departments of our art schools. Art education is so often accused of being pie-in-the-sky, aimless and useless, that it is all the more exciting to see design problems not being solved, but being solved beautifully. An outstanding example was the Comm Can, a kit of wooden parts which can be assembled by a blind child and which helps to develop an appreciation of circular and linear motion. This was designed by John Wylie (of Newcastle Polytechnic) who is himself almost blind. He explained how he manages to design.

"I am only totally blind at night. The rest of the time my sight varies with the degree of light and the brightness of surfaces. I cannot work on a drawing board for long, even with big felt pens."

"Sometimes I work out the ideas and get the workshop at college to make up a prototype. Recently I heard about a special drawing board for the blind, which raises up the level of drawing so that you can feel rather than see it. I am saving up for one."

At the Newcastle Polytechnic, John Wylie—two-man, two-wheeled bicycle (ridden side by side) with plenty of carriers for tools and other holiday equipment. (Pro-



Left: a chair designed by Barry Wilson; right: part of the Finger Spelling Puzzle designed by Ronald Kemnitzer.

ject by Howard Dixon and Allister Rose).

Barry Wilson, of Trent Polytechnic, showed "A Chair for Alison", a spastic, who depends entirely on the chair for back support. It was in bright orange and attractive enough to fit into any furnishing scheme. Mr Wilson has strong feelings about the design of equipment for the handicapped:

"For too long they have been punished for having to use embarrassing ugly furniture, and it is quite unnecessary. The general market could just as easily consider the needs of the handicapped when they are designing things like hi-fi equipment. They could make knobs sturdier, drawers easier to open, without losing the overall aesthetically pleasing result."

Other interesting exhibits included a storyboard language teaching aid by John and Kate Ryall (ex-Newcastle students) and a talking newspaper for the blind, the Camden Cassette (edited by Carmen Knapton, London School of Economics). Colour learning toys by Birchell Holloway—an aid to visual learning—created a lot of interest as did a project "Design a Youth Club", sent out to schools by the Polytechnic in community play.

Developments in community play were referred to by Su Braden in her paper "The Artist as Producer". She discussed a project with the Walworth and Aylesbury Community Arts Group in South-

east London, the problems of living in high-rise flats and her attempt to get the Old Kent Road flyover closed on Sundays so that the residents could go roller-skating. The idea was approved by two GLC committees, she says, but turned down by the Metropolitan Police.

Also concerned with providing recreational environments, Nick Moore, of the Constock Workshop, in Bath, showed slides of projects like building wind towers and domes, and an Scott-Hunter described an interesting experiment in Stoke-on-Trent which qualified for a government Quality of Life Scheme award of £800 and a further grant enabling him to employ up to ten out-of-work young people (Job Creation Scheme).

"Stoke is still poorly off for play areas. Most children use the street or derelict ground. We are attempting to design imaginative play sites which provide for a wide age range and do not require constant maintenance and costly supervision. We aim eventually to get play sites financed by the residents themselves who will also design the kind of environment they want."

The Design for Need symposium dealt in depth with many of the world's problems. It discussed the needs of the physically, mentally and socially disadvantaged and offered some solutions. It may have sparked off a great deal of further experimentation.

The whys and hows of media studies

The pioneering film studies department of Little Ilford Comprehensive School, London, has published a booklet for those attempting to follow the same route or at least wanting to see the life of the land. While many schools are still pondering the whys and hows of film and media studies, Little Ilford has firmly established such courses throughout the school from first year to sixth form.

First year pupils follow a course in "Image education" (one period a week); third year pupils take a course in television studies (one period a week); fourth and fifth year students a CSE course in film studies (one double period a week); and sixth formers a GCE course in film studies. In addition, there are also three separate courses in photo-graphics.

A Study of Film is edited by Ernest Millington, director of the Newham Teachers' Centre, and Terry Norris, head of the Little Ilford film studies department. The booklet looks at the reasons why Little Ilford introduced media study courses and why they chose the present courses and examples of the structure. It also examines the philosophy behind film and media studies and sets out the syllabus of the courses.

Other chapters include: "Film and English"; "Parents, Pupils and Teachers"; "Film Literature"; and "Photography Courses at Little Ilford", which gives details of the Associated Examinations Board A level syllabus. The booklet costs £1 and is available from Newham Teachers' Centre, New City Road, London E13.

Port ahoy!

"Ports" is a new set of 20 geography work cards by Veronica Ellis from the Cambridge University Press. It is designed for mind-ability teaching in early secondary age ranges although the publishers say that middle schools have been showing interest in it.

The set looks at containers, ship-building, exports, land use and communications and its project involves working out a safe route for a 10-hour boat journey with different draughts, and making a diagram for turning on an oil tanker using 1000 Simpler cards offer exercises such as unscrambling.

Details can be obtained from Cambridge University Press, Bentley House, 200 Euston Road, London NW1 2DB.

Unnecessary proliferation?

by Barbara Rigby

Pirate Workbooks. By Sheila K. McCullagh. E. J. Arnold, Buttery Street, Leeds LS10 1AX, £2.50.

The prolific Sheila McCullagh has added a set of workbooks to her Griffin Pirate reading scheme, though one is tempted to ask why since there is already so much supplementary material for these imaginative and deservedly popular pre-readers and reading books.

Teachers now using Griffin Pirates have probably spent much time cutting, colouring and mounting cards from existing workbooks, and so have a livelier set of cards and games than these. Moreover, these cards, which are flimsy and laminated on one side only, are not likely to stand up to much handling.

There are two cards for the pre-readers and between two and four cards each for the reading books.

The layout and print is clear but about two thirds of the cards have no pictures and therefore would be unattractive to the slower readers for whom the series is usually such a valuable and fresh start.

The activities for each book are varied. There are straightforward questions to test comprehension, sentences to complete by selection from the known vocabulary, and stories to finish imaginatively. The workload on a card is reasonable and can be completed within the attention span of younger or slower children.

There is little new on these workbooks. They could provide a useful check on comprehension and progress for teachers using the Griffin scheme for the first time. On the whole they lack the quality of Sheila McCullagh's early work and it would be a pity if a proliferation of rather second-rate materials should detract from the merits of such a valuable scheme.

Vertical suspension

A new suspension bar system for storing drawings, charts, maps and posters up to 9'6" (30m) wide and 120cm (47in) deep has been introduced by Lawsons of Liverpool. The Hang-A-Plan frame is made of steel with aluminium bars on which drawings can be hung from 10cm to 100cm.

The bars and the bars take up to 50 drawings each, depending on the thickness of the paper. The frame consists of five bars costs around £48 and there are optional extras such as "wall brackets" and "extension bars". Details from Lawsons of Liverpool Ltd, Stationery Division, 60 Vauxhall Road, Liverpool L9 3AP.

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Ideas, argument, experiences, research



Is homework fair on children?/Belfast school leavers on voluntary work

Too much like hard work

Pauline and Keith Wiltshire

When we complain about the matter of homework to the teachers of our teenage daughters, the reaction is as if, by definition, parents of teenage children cannot know what is best for them. We have no doubt that homework seriously interferes with our daughters' education, and we do not know which to marvel at most—the ignorance of the teachers who set it, or their arrogance in insisting on it.

We both have full-time jobs, and we take parenting seriously. We want to spend time with our children in the evenings and at weekends, to converse, to do things "as a family", share theatre and other visits, enjoy good television programmes with a discussion on them afterwards, make music together, share household chores, visit relatives, encourage the girls to read widely. But these are often not possible because of "homework" which sometimes keeps both girls working long after we go to bed, and makes them late weekends because of all the homework we have to do.

They attend a "good" local comprehensive. The 14-year-old, like her elder sister, has about 25 hours of time-tabled lessons a week. She is expected to complete a roughly equivalent time in activities, which apart from playing for school teams during the week, and rehearsing with the school orchestra, involves a minimum of about 16 hours of "homework" (minimum because she gets interested in some topics, while others are vague and open-ended, e.g. women's rights).

Sixteen hours is therefore often exceeded, and the 50-hour week (excluding travelling time of course) becomes much more than that. When exactly she is supposed to go shopping, go to church, go out with friends, visit the youth club

(she has given up Girl Guides), or relate to her family, seems, to teachers, to be a matter of no concern to them, since they have such a limited and distorted view of what education is all about.

When challenged teachers say (we quote their words): "Well, we do it too." We accept that many teachers do spend many hours at home each evening, and half their weekends, in marking and preparation, but wonder what the effect is on their own family life, or what sort of mind can equate the paid efforts of a mature adult with the unpaid compulsory toil of a 14-year-old?

"We had to do it when we were her age." Our daughters are sufficiently well educated to know that that piece of illogicality has held up all sorts of desirable reform to its time, even if it is true (which we doubt).

"Your daughter must be too conscientious." Are we supposed to teach her, as a necessary part of her schooling, not to be conscientious?

Why then does she decline our suggestion that she refuses to do certain homework with our full written support, on the grounds that "all the others have to do it, it isn't fair on them if I'm different?"

The problem only affects the top sets, a minority (in the view of teachers it seems that minorities have no rights)—the trouble with most kids is getting them to do any homework at all. Can teachers not realize that, aware of the grind of "unsocial hours" of work in top sets, many highly intelligent children are refusing to work hard enough to be kept in top sets because they are sensible enough to see how stupid the system is? Are teachers so arrogant that they cannot see that children might, very well have something better to do with their time than learn, say, German verbs or chemical formulae, which most will never need, or want to remember?

Our definitions of homework, therefore, are: a system for disrupting family life; a method of taking boys out of study; a counter-productive activity which encourages



Illustration by Janet Woolley

pupils (especially girls?) to leave school at the earliest opportunity; a means of making sensitive children feel guilty; some slight, and often unimportant, knowledge, partially absorbed in a hostile spirit, and consequently not retained; scruffy work, hastily copied on the bus or in the dinner hour; a means of encouraging children to skimp, cheat and lie—and, in short, a means of making life hell for pupils with considerable

home responsibilities (not least for the significant minority of those in single-parent families).

Why, if even half these definitions are true, is homework continued? We can only suppose it is because teachers are an ignorant, cowardly bunch, dictated to by head teachers, who, in turn, are browbeaten by pushy aspiring parents who are stupid enough to equate education with seven or eight O levels, the first hurdle in the race.

Are we alone in asking for teachers to be taught to treat children as people, and to stop such a gross and malevolent interference with their education? What legal right has a parent who prefers to rear happy, contented children to irritable strugglers after O levels, to say that a child will do only what homework seems appropriate in the light of other more important developmental needs?

Pauline and Keith Wiltshire have two daughters at school in Bristol.

● Sir—David and Jill Wright have accurately described the way schools are failing to provide a wider view of the world ("Not world enough", TES, April 23). One of the problems facing teachers who want to remedy this is how to make distant and different societies real to their pupils. One idea mooted is that of "school twinning", and after a recent visit to Africa, set up a small pilot scheme involving schools in various African countries and United Kingdom schools. In the past three months seven such links have started, three involving primary schools and four secondary schools.

It is too early for much feedback, but so far we have received, from a primary school, essays on daily life in a cattle-keeping community, articles from senior Nigerian pupils on how traditional customs are being maintained in an increasingly westernized society, and a geographical account, with map, of The Gambia. One British school has started by doing a sociological survey of their own community to send to their "twin" in Sierra Leone. Further exchanges may include photographs, cassette tapes, paintings and handicrafts as well as written work.

The aim is to introduce pupils and teachers in a direct and personal way to their contemporaries in the Third World—as friends and sources of information, not as patrons and supplicants. If any of your readers are interested, I would be pleased to put them in touch with a suitable African school. JANET S. STUART, Schools Twinning Programme, 143 Fendman Road, London, SW8.

Hampton comments

These comments by school leavers follow their attendance at a residential course in Hampton, Belfast, at which they worked with the elderly, the physically and mentally handicapped, and the very young. Sean McKearney (15): "I found the course very worth while because before I came I had done community work at school but had not liked it. I only looked at it as skiving off from school for an hour or two. But going on this course has given me more heart to go out and do the work. I found the evening sessions useful because they helped you understand community work more and to get the full meaning of all the work."

Patricia Redmond (16): "The course was worth while because it opened our eyes to people we thought had no use at all. I liked working with the handicapped in the Joss Cardwell Day Centre. They liked doing things that we do, the girls had boyfriends and went out to dances. I found it interesting to work with old people, to help them and to talk to them. I found it very good talking to them; they talked of their younger days and of their families who had nearly all died."

"I thought old people would be very hard to work with but I was wrong. I discovered that handicapped people are just normal people who struggle and have like

us. I didn't think that they would go to discos just the way we do.

"I thought the evening group sessions were very useful, but it would be better if we did have one large group instead of the small groups. Since the course has been engaged in community service at school and with my judo club. The course has given me a lot more confidence. In dealing with the elderly and the handicapped, I felt that the course was too short. It should have lasted for two weeks—this would give us more time on each project and more time to get to know the people."

Paul Taylor (16): "I liked the Balmoral workshop for handicapped and the Knocknagoney pre-school projects the best, as the people involved were leaving me with the responsibility of looking after the handicapped or the children involved. This gave me a feeling of importance which is very reassuring. The course has helped me to communicate better with children and handicapped people, whereas before I would have been at a loss for something to say. I have not been involved with any similar work since, because I have a mountain of homework and revision as my levels are coming up in June."

Michael Maxwell (16): "The project I liked best was Ravenscroft Avenue pre-school playground. I liked this because the kids were always asking us to do something for them. They kept messing us about and throwing water and other

things at us. I liked helping in the multiple sclerosis centre, the people there were not joyless, themselves so much for ages. I thought the evening sessions were very useful because problems were discussed and often solved.

"The course helped us to realize that a lot of people were worse off than ourselves, but that we could help these people. During the winter I have spent a lot of time helping old people; running messages for them, fixing their fences and their gardens. I remember that we all got on very well with each other and were very close. Patricia Morell (16): "Whenever we went at first into the old people's home we were asked to bath an old lady. I really felt embarrassed, though whenever the day was over it was nothing. This course has made me realize a lot about people with misfortunes. It made me think what it must be like to be handicapped or old and lonely."

"I used to think whenever a physically handicapped person passed me by, 'Flip, look at him', but now I would accept him because I now realize that they are human beings like ourselves. We are all very fortunate. I have mixed with girls and boys from different schools whom I would never have dreamed of mixing with, just because it would be impossible where I live."

These comments were collected by Peter Graham, Education Officer at the Voluntary Service Bureau, Belfast.

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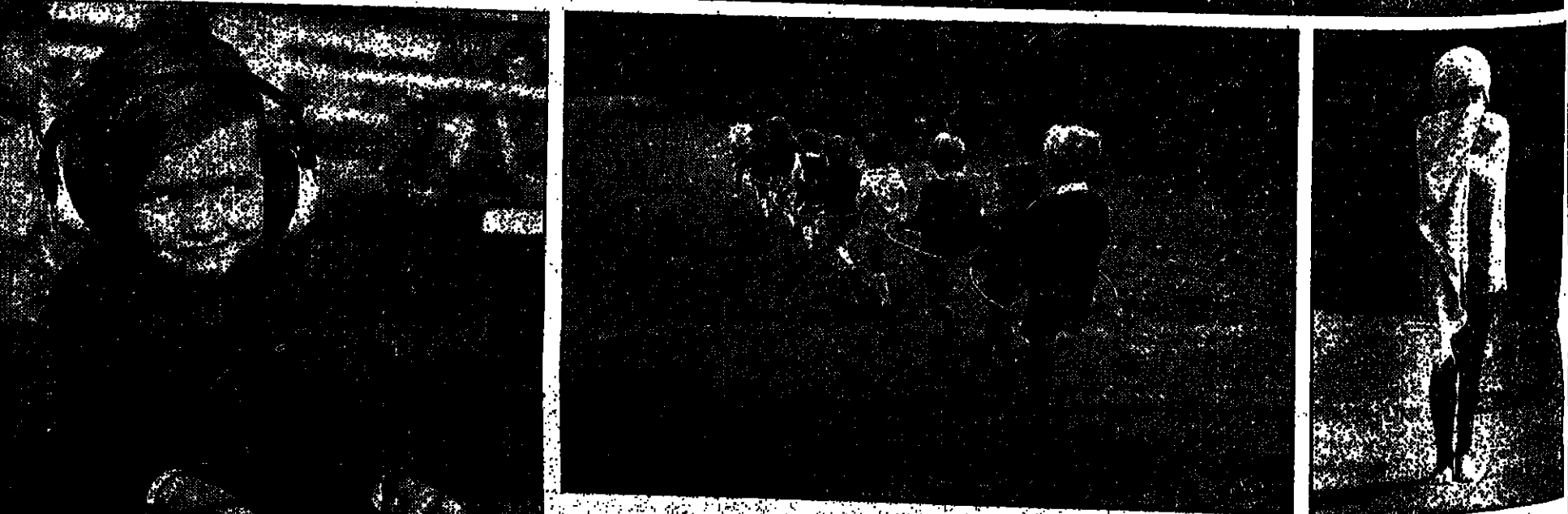
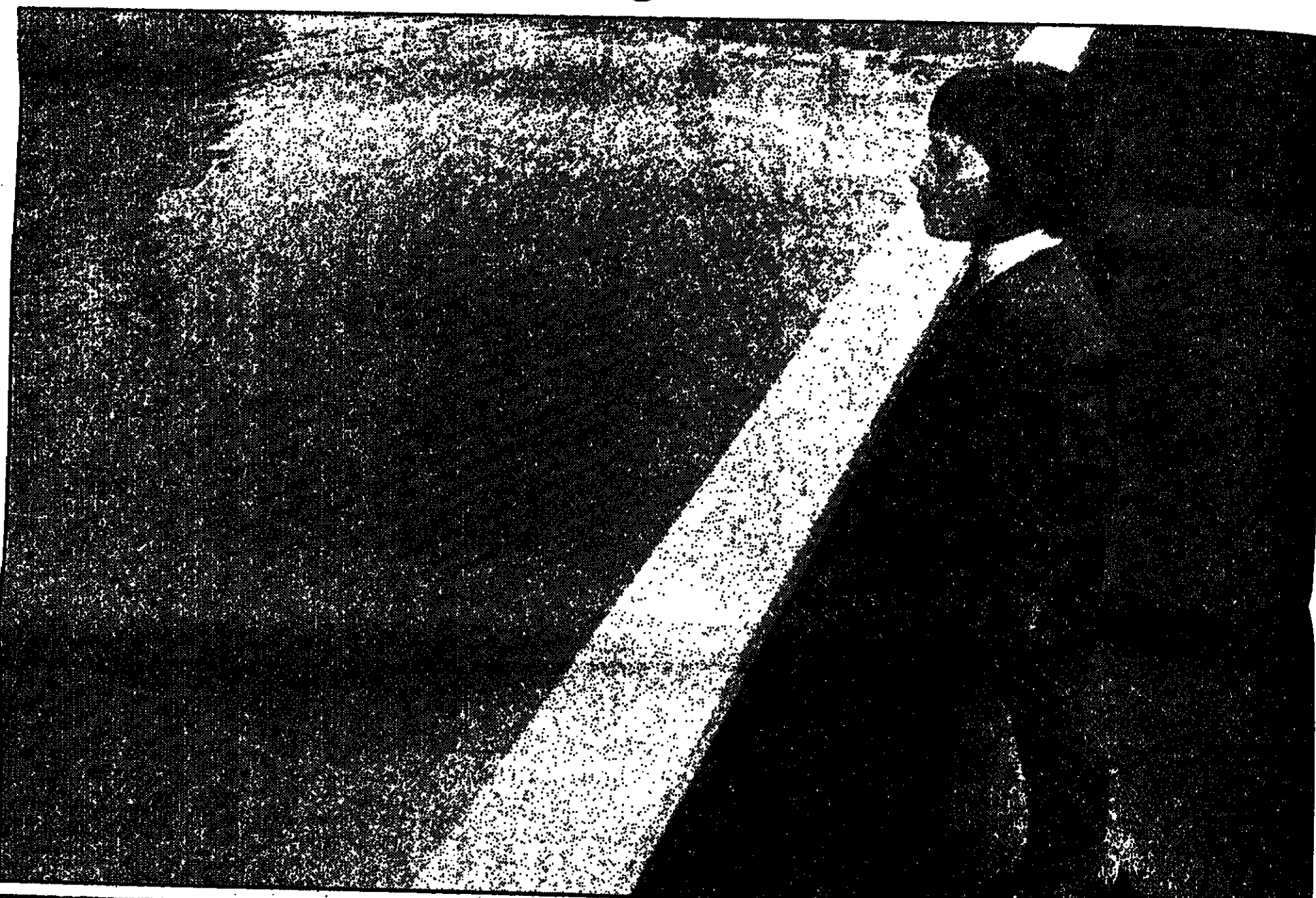
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For a year Bryn Campbell spent two days a week in Elsted Primary School in Sussex. These pictures are taken from forthcoming exhibitions of his work to be held in London and Southampton

Village school



Bryn Campbell's exhibition 'Village School' forms part of a larger exhibition 'Caring and Concern' at the Kodak Gallery, 246 High Holborn, London WC1, from 26 May to 18 June. His photographs of the school are also to be shown at the Photographic Gallery in the University of Southampton from 1 June to 2 July.

Classified Advertisements

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Other Appointments	Remedial Posts	Special Education	Religious Education	Youth and Community Service
Primary Education	Art and Design	Headships	Science	Overseas Appointments
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Scale 2 Posts	Commercial Subjects	Scale 1 Posts	Art and Design	General
Remedial Posts	Domestic Subjects	Independent Schools	English	Child Care
Scale 1 Posts	Economics	Headships	Geography	Educational Psychologists
Appointments in Scotland	History	Deputy Headships Senior Masters/Mistresses	Mathematics	Examiners
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Art and Design	Modern Languages	Other than by Subjects	Physical Education	Miscellaneous
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Nursery Education

Deputy Headships Senior Masters/Mistresses

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Appointments wanted

Other classifications

Educational Courses	Personal
Announcements	Exhibitions
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Holidays and Accommodation	Home Exchange Holidays
Properties for Sale and Wanted	Typing and Duplicating

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PRIMARY Headships continued

LEICESTERSHIRE

HEAD-MAINTENANCE
The following positions are available for September 1976. Applications should be sent to the County Education Officer, County Hall, Leicester, LE1 1RU. Closing date for all posts 21st June 1976.

HEAD-MAINTENANCE
The following positions are available for September 1976. Applications should be sent to the County Education Officer, County Hall, Leicester, LE1 1RU. Closing date for all posts 21st June 1976.

NORFOLK COUNTY COUNCIL Education Department

Required for September
(or as soon as possible thereafter)

HEADS

(1) Gt. Massingham V.C.P. School, Mr. King's Lynn (Group 2) (5 to 11 age range)

(2) Little Plumstead V.A.P. Mr. Norwich (Group 4) (5 to 11 age range)

(3) St. Edmund's Infant School, King's Lynn (Group 4) (5 to 7 age range)

Application forms and further details may only be obtained by sending a stamped, addressed envelope to the County Education Officer, County Hall, Ayrton Lane, Norwich, NR1 2DL, to whom completed application forms should be returned by the 8th June 1976.

EDUCATION DEPARTMENT HEADSHIPS

Bubwith Primary School, Bubwith, Selby Group 4, N.O.R. 175, 5-11 age range.

Eppworth Primary School Group 4, N.O.R. 201, 5-11 age range.

To commence duty in January, 1977.

Application forms and further details may only be obtained from the Director of Education (H.O. Schools), County Hall, Beverley, to whom completed forms should be returned not later than 7th June, 1976.

Humberston County Council

NORFOLK COUNTY COUNCIL Education Department

Required for September
(or as soon as possible thereafter)

DEPUTY HEAD

for
Swaffham First School (V.C.)
(Group 5) (5-7 age range)

Application forms and further details may only be obtained by sending a stamped, addressed envelope to the County Education Officer, County Hall, Ayrton Lane, Norwich, NR1 2DL, to whom completed application forms should be returned by the 8th June 1976.

LIVERPOOL

Applications are invited for the following posts required for September 1976. Details of posts and application forms are available from the County Education Officer, County Hall, Liverpool, L1 1RU. Closing date for all posts 21st June 1976.

HEAD-MAINTENANCE
The following positions are available for September 1976. Applications should be sent to the County Education Officer, County Hall, Liverpool, L1 1RU. Closing date for all posts 21st June 1976.

AVON COUNTY

Applications are invited for the following posts required for September 1976. Details of posts and application forms are available from the County Education Officer, County Hall, Bristol, BS1 1RU. Closing date for all posts 21st June 1976.

HEAD-MAINTENANCE
The following positions are available for September 1976. Applications should be sent to the County Education Officer, County Hall, Bristol, BS1 1RU. Closing date for all posts 21st June 1976.

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St Barnabas' CE (JM & I) School
Pimlico Road, London, S.W.1

Headteacher

Required for September, 1976, Headteacher Group 4
Applications are invited from suitably qualified practising Anglicans for the headship of this voluntary aided school which has become vacant due to the promotion of the present head who has held the post for 21 years.

Please send self-addressed envelope for application form to the Rev. the Correspondent, The Clergy House, St. Barnabas' St., London SW1 8PF.
Closing date for return of completed application forms 4 June.

EDUCATION DEPARTMENT headteachers

Qualified teachers are invited to apply for appointment as Headteacher for the following schools.

THURMPTON PRIMARY SCHOOL
Whitney Moor Lane, Retford, Nottinghamshire.
Number on roll: 321 Salary Group: 6
Vacant: 1st September, 1976.

HOLY TRINITY (Controlled) Infant School
Westgate, Southwell, Nottinghamshire.
Number on roll: 85 Salary Group: 2
Vacant: 1st September, 1976.

WORKSOP NURSERY SCHOOL
The Canch, Worksop, Nottinghamshire.
Number on roll: 40 Salary Group: 1
Vacancy to be filled 1st September, 1976, or as soon as possible thereafter.

Nottinghamshire County Council

Derbyshire headships

Applications are invited from suitably qualified primary teachers for the Headship of the following schools:

Brooklands Junior School, Long Eaton
560 Children GROUP 7

Staveley Hollingwood Junior School, Chesterfield
200 Children GROUP 4

Marsh Lane Primary School, Eckington, North East Derbyshire
110 Children GROUP 3

Cotton-in-the-Elms C.E. (Controlled) Primary School, Nr. Burton-on-Trent
114 Children GROUP 3

Closing dates for the above schools 4th June, 1976.

Application forms and particulars for the above posts (s.e. a foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

THE TIMES EDUCATIONAL SUPPLEMENT 21.5.76

Primary Headships continued

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County of Cleveland PRIMARY SCHOOLS

SCALE 2 POSTS

ST. PETER'S C.E. PRIMARY SCHOOL
Marshall Drive, Wotton, Barnburgh, Cleveland TS12 2HW
Required for September, 1976, a suitably qualified and experienced teacher to work in both the infant and junior infant areas of this very large open plan primary school. The post will involve a heavy responsibility in curricular continuity between infant and junior infant areas.

SCALE 2 POSTS (Two posts)

ST. BERNADETTE'S R.C. PRIMARY SCHOOL
Cleveland, Barnburgh, Cleveland TS12 2HW
Required for September, 1976, an experienced teacher with ability to offer a major contribution in any of the following areas of the curriculum: Reading, Language, Mathematics, Science, Art, Music, Physical Education, and Home Economics. Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application form obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted to the Head Teacher within 10 days of the appearance of the advertisement.

VOLUNTARY AIDED PRIMARY SCHOOLS

SCALE 2 POSTS AND ABOVE

St. Laurence C.E. Junior School,
Bunbury Road, Northfield B31 2DJ
Scale 2 HEAD OF DEPARTMENT MATHEMATICS AND SCIENCE.
Vacancy for enthusiastic teacher to supervise and take charge of well-established department. Previous applicants are not considered and need not reply. Applications to the Governors of Managers, care of the Head Teacher.

St. Chads R.C. Primary School,
Hospital Street, Newtown, Birmingham B15 1RQ
Required for September, 1976, an experienced teacher to work in both the infant and junior infant areas of this very large open plan primary school. The post will involve a heavy responsibility in curricular continuity between infant and junior infant areas.

St. Dunstan's R.C. J.I. School,
Drayton Road, B14 7LP
To be appointed September, 1976, 2 Nursery Teachers. A Scale 2 post is available for an experienced teacher who would help develop this new unit.
Applications to Correspondent Manager, care of school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM

Life in our times

Colin Bayne-Jardine on visual history

Britain Between the World Wars 1918-1939. By Marion Vans. Wyland £4.75. 85340 31 2. Nine Days in May: The General Strike. By Patrick Renshaw. Eyre Methuen £3.95. 413 33260 8. The Portents and Fifties. By Nathaniel Harris. Macdonald £1.95. 0356 05989 0. The Strides. By Nathaniel Harris. Macdonald £1.95. 05090 4.

The value, interest, and impact of the visual approach to history is unquestioned. Secondary school libraries should certainly consider buying copies of these four books which focus on a period popular for project work.

The most expensive of these books and the most traditional in approach and format is *Britain Between the World Wars*. There is a high percentage of written text to visual material and so the text becomes somewhat compressed in places. For example, it is not clear on a first reading whether or not the general point that the workers lost the struggle in 1926 refers to

the football match at Plymouth which, in fact, the strikers won. 2-1. It would be better to have more pictures linked by less text, particularly as the pictures are well chosen. In addition to widely known pictures such as the photograph of the Jarrow marchers, there are many unusual illustrations: "carefree" crash-helmet free" motorcyclists, changing styles in bathing-dress, and "the cathedral-like cinema" in Tooting. Such pictures can be used to pose pertinent questions about life in Britain 1918-1939.

Patrick Renshaw's book, *Nine Days in May*, sets out to use the pictures to tell the story. The focus on the General Strike is intense and the photographs of the period have considerable impact; they are historical evidence for the events of May, 1926, and the grey cloud does the extraordinary ordinariness of the strike. There were no serious civil riots and as A. J. P. Taylor has written of the strikers: "They went once more into the trenches without enthusiasm and with little hope."

The two books by Nathaniel Harris form a vivid contrast. Not only do they range over world events but they are also produced in bright and garish colours, and this makes a point in itself about our age of extremes and brash technology. The maps and diagrams are clear and sensibly simple to make maximum impact, while the pictures are well-chosen and visually effective. That of orthodox European Jews working in the fields of Israel, or the picture of a Biafran sergeant and his men, make ideal starting points for further work on the period. There are sections on sport, the arts, science and communication as well as on politics.

Teachers may well prefer the project section on understanding the computer, as opposed to the one outlining the way to form your own skills band. All four books are useful additions to a library either as source books, in the case of *Nine Days in May*, or as useful topic books arousing interest in questions.

Running an office

Margaret Harrison

Basic Business Studies series. Edited by M. K. Swift and S. Sturwell. Office Practice Assignments. By Thea B. Holden. £1.35. 0 7331 1944 6. Shrift Master Documents. Book 1. General Office Work. £7.50. 1966 7. Book 2. Post Office and Bank Services. £7.50. 1967 5. Edward Arnold.

This book of assignments, together with its spirit master books of documents, was prompted by the revised 1973 RSA examination in Office Practice, Stage 1, part of which consists of a series of practical assignments. They are, however, suitable for all students of office practice, clerical duties, and secretarial subjects.

There are 10 assignments under seven different subject headings: communications, office procedures, methods of payment, office machinery, materials and stationery, refer-

ence books, wages and salaries. Notes for the teacher, sources of reference, forms, stationery and materials, as well as suggested marking schemes are given, and the appendix provides documents, records and tables from which information is to be extracted. While this book could be used without its companion books of spirit masters, it would obviously be advantageous to have the relevant forms referred to throughout the text.

THE TIMES REPORTS

are exciting, immediate and thorough

In this series, great events are seen through the eyes of reporters and other contributors to *The Times*, which has been an on-the-spot witness to history since 1785. Stupid judgments stand alongside perceptive reporting and the quality of the contemporary reports is shrewdly assessed by recognized experts in each of the chosen subjects.

NATIONAL GOVERNMENT 1931

Edited by Colin Bell

An economic battleground; times were very grey; 2,714,359 out of work; all parties to serve one purpose only: maintenance of confidence. The *Times* coverage of a peacetime coalition to deal with the problems of the Great Slump facing Britain in 1931. It examines the train of events which led up to the formation of a National Cabinet and illustrates fully, with the help of additional explanatory notes, the balance of power and the predictable conflict of personalities. Hardback £3.25. Paperback £1.95.

FRENCH REVOLUTION

Edited by Neal Ascherson

These extracts illustrate the close and anxious watch which the British kept on events on the other side of the Channel. A *Times* correspondent watched as Louis XVI was led to the scaffold. The reporting of the then fledgling newspaper was astonishing: very often three quarters of it was devoted to reports from Paris and the letters and leading articles they provoked. Hardback £3. Paperback £1.75.

AMERICAN CIVIL WAR

Edited by Hugh Brogan

England was a spectator of the Civil War whose vital interests were deeply involved. The golden age of the *Times* between 1861 and 1865, reveal the constant danger of war between England and the United States. The paper sustained a marked bias in favour of the Confederates and supported their cause with vigour. These elements, dispatches from the battle fronts and contributions from special correspondents, give this book a unique stature among Civil War sources. Hardback £3.25. Paperback £1.95.

Times Newspapers Ltd

32 Whit Rd, London N1 7SD

By the Greeks for the Greeks

Ian Pratt

Democracy: Ideas and Realities. By Cosmo Rowe. Dant £3.50. 460 10302 4. Paperback £1.80. 460 11302 X.

The recent expansion of classical studies in colleges and sixth forms has created a demand for source material in translation: this book is the third in Professor Peter Walcott's series, and follows its predecessors' format; the extracts are gathered into chapters, each with its own theme, and linked by brief and helpful comments from the editor.

Some of the material makes for disturbing reading: the disparaging remarks of philosophers, the professional speeches by the Athenian assembly and established laws. Perhaps democracy, in origin, was a reflection of changing military realities. Perhaps the government of fifth-century Athens relied on financial exploitation, first of a silver mine, which bought a navy, and later of an empire which that navy controlled.

Obviously no rosy-tinted view of Greek democracy will survive a study of these texts, but in its place will stand an appreciation of its strengths and achievements, all the more secure because free from illusion. The moral claims of justice and equality, the honourable testimony of Euripides to a sense of community and of Aristotle to a collective wisdom—these explain the survival of the democratic ideal beyond the age of the autonomous city. The book ends with two glimpses of late Hellenistic times, almost a modern representative democracy, and the extracts from the *Republic* of Plato and the *Republic* of Aristotle, which are translated, are concise, but usually stylish, and all technical terms, but a few intractable ones, are translated. This is a highly readable guide to one of the most important studies that can be offered a twentieth-century student.

Violence, intolerance, brutality

Richard Harrison on revolution and persecution

Topics in History series. *Revolutions*. By N. S. Pratt. 0 7135 1828 6. Persecutions. By G. M. Rider. 0 7135 1828 6.

The latest additions to the *Topics in History* series continue to provide useful material for teachers who favour this approach to their subject. Both volumes span wide periods of time, from Charles I to Mao Tse-tung in *Revolutions*, and from Diocletian to Sharpeville in *Persecutions*. Each book is illustrated, and *Persecutions* contains some excellent suggestions for further study.

Mr Rider outlines apartheid, the Nazi persecution of the Jews, the Marian purges and the rule of Diocletian. He therefore covers this evil phenomenon in its past and present forms and in its racial, religious and political aspects. The chapters on South Africa and Nazi Germany are particularly impressive: the myth of separate development is powerfully exploded in simple terms, and the horrific photographs of the Warsaw Ghetto add a grim realism to Mr Rider's narrative. The author presents a balanced view of religious intolerance, and shows that brutality has

not been a Catholic monopoly. Diocletian's policy towards Christians is dealt with in a thoroughly competent manner, and is placed in its wider context of persecutions in the Roman Empire, which deserves to be widely read. The selection of events in *Revolutions* is very traditional, but the chapter on the English Revolution concentrates on Charles I and Cromwell, and provides insight into the efforts of the people to overthrow a tyrant. The Mao Tse-tung chapter is a useful addition in so far as it contrasts the internal conflicts of the Chinese Revolution with the external conflicts of the Chinese Revolution. The book is well illustrated, and the illustrations are of high quality.

International faith

Geoffrey Parrinder on comparative religion

A Guide to Religions. By David Brown. SPCK £2.95. 281 02849 4. World Religions. By S. A. Nigosian. Edward Arnold £1.75. 7131 0008 7.

David Brown, Bishop of Guildford, has written and edited a thoroughly practical book for teaching about religions as number 12 in the Theological Education Fund's Teaching Guides. With a team of five other contributors on eastern religions, and with questions and study suggestions after each chapter and an appendix, this book is reliable and useful. After preliminary simple discussions of the meanings of God and religion, original descriptions appear of "traditional religions" among the Dinka of the Sudan, the Gikuyu of Kenya, the Yoruba of Nigeria, the Shinto of Japan, and the Shinto of Japan. These are followed by particular studies of the major world religions of Christianity, Islam, Hinduism, Buddhism, and Jainism. The order is interesting, grouping first the national and then the international faiths. Bishop Brown confesses his own faith in divine intervention in a unique way in Christ, but also

shows "honour and respect" to the religions of mankind. In recent pamphlets on religious tolerance (which disturb some conservative theologians), Brown has shown a balance and recognition of faith in other religions, and he is seen as a representative of believers who are aware of the multi-religious situation of our times. Mr Nigosian's book is balanced and wide-ranging, and perhaps natural that a book publisher of space to Judaism, which it should have more room for Christianity, Islam or Buddhism. Only six religions are selected, and it is difficult to see why Shinto, Shinto, and Shinto are not included. The book is generally well written and accurate, with useful notes and bibliography. Both these books are illustrated, but the photographs in *World Religions* are better than those in *A Guide to Religions*, and Nigosian's are better than those in *A Guide to Religions*.

SECONDARY Mathematics

continued from page 44

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CAMBRIDGESHIRE
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Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

- (a) Duties to commence September, 1976.
- (b) Application forms and details (S.A.E., 100scap) from the Heads at the schools.
- (c) Closing date 1st June, 1976.

Please quote reference 21/5 on correspondence.

Secondary

Frome College, Frome
(13-18 mixed comprehensive, 1,240, 170 in Sixth, and F.E. College combined on separate sites)

MATHEMATICS, Scale 2, the post will offer within the context of a strong and lively department the opportunity to teach at all levels of ability up to and including Sixth Form. S.M.P. courses are established up to 'A' level. Special interests should include either Computer Studies or teaching of less able.

Further details and application form (S.A.E.) from the Principals. Applications by letter in the first instance, giving full details and names of two referees, as soon as possible.

West Somerset Comprehensive, Minehead
(13-18 mixed, 1,067)

The school catchment area comprises Exmoor, the Brandon and Quantock Hills, as well as the coastal villages.

Qualified Teacher of GEOGRAPHY to teach across the age and ability range of the school. Much examination work at C.S.E. (Mode III), 'O' level, and 'A' level (Economic Geography) is undertaken in which the successful applicant would take part. An interest in European Studies and field work would be an advantage. Scale 2 available for suitably experienced candidate as second in the Department otherwise Scale 1.

Applications by letter, as soon as possible, to the Head at the school with curriculum vitae and the names of two referees.

Wadham Comprehensive, Crewkerne
(78 F.E., 13-18 mixed, 700)

Well-qualified and experienced ART teacher, to teach mainly Art and some Girls' Crafts (Needwork, etc.). Ability to help with Girls' Games or outdoor activities an advantage.

Closing date: 8th June.

Buckley's Mead Comprehensive, Yeovil
(11-18 mixed, 1,700)

Teacher, Scale 1, for MATHEMATICS.

Teacher, Scale 1, for ENGLISH.

Teacher, Scale 1, for HUMANITIES, mainly R.E. and European Studies.

Applications by letter, as soon as possible, to the Head at the school, with full details and names of two referees.

Ansford Secondary, Castle Cary
(11-18 mixed, 645)

Teacher, Scale 1, for RURAL STUDIES to teach throughout the school to C.S.E. level, and either Biology or Combined Science. Well-established unit, including livestock.

Teacher, Scale 1, for HUMANITIES. Temporary post, with possibility of becoming permanent later. To be responsible for examination Civics Course. Team teaching.

Applications by letter, as soon as possible, to the Head at the school, with full details and names of two referees.

Sexey's Boys' Grammar, Bruton
(11-18, 320)

Teacher, Scale 1, for MUSIC principally, and another subject, preferably Junior Science.

Kings of Wessex Junior, Cheddar

This 13-18 mixed comprehensive is to be established in September, 1976, with 770 on roll and 120 in the Sixth. The school is in modern buildings and lies on a beautiful historic site, within a mile of the famous Cheddar Gorge.

Teacher, Scale 1, for METALWORK and WOODWORK with Mathematics. Examination level at C.S.E. and 'A' level will be available for suitable candidates.

Applications by letter (including S.A.E.) giving full details and the names of two referees to the Head at the school.

Middle Schools

Swanmead Middle, Ilminster (Group 6)

(9-13 mixed, 307)

For September, if possible, DEPUTY HEAD. Applications are invited from enthusiastic and experienced teachers. Ability to teach Mathematics an advantage.

Teacher, Scale 1, HOME ECONOMICS, Middle School trained or experienced.

Primary Headships

For January, 1977

St. George's R.C. V.A., Taunton (Group 5)

HEAD. Practising R.C. required.

Elmhurst County Junior, Street (Group 6)

HEAD (previous applications will be reconsidered).

Burrowbridge C.E. V.C. Primary

nr. Bridgwater (Group 1)

For January, 1977, HEAD.

Closing date: 7th June.

Primary Deputy Headships

For January, 1977

Bower County Infants, Bridgwater (Group 3)

For September, 1976, or January, 1977, DEPUTY HEAD for this semi-open-plan school.

Closing date: 7th June.

Highbridge County Infants, nr. Burnham-on-Sea (Group 5)

For September, 1976, or January, 1977, DEPUTY HEAD.

Closing date: 7th June.

Primary

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B R A N C H E S[illegible]

CITY COUNCIL
THE GEORGE WARD SCHOOL,
Leeds
Comprehensive, Coeducational,
Ages 6-18

WILTSHIRE
THE JOHN BENTLEY SCHOOL
Caine, Wilm, BN11 8YH

required for September, 1976 :
A qualified TEACHER to join the
RELIGIOUS STUDIES DEPARTMENT. The person appointed will be
required to teach throughout the
main school and H. S. based

approach with the experimental
Shinto religions are taught in the
first three years.
Students apply immediately to the
headmaster, giving full details of
qualifications and experience and
the names of two academic referees.

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Council OF EDUCATION POINTMENTS

Entered teachers for the following
IN DIVISION
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Responsibility
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DARY	
Early Education	£729
Early Education	£729
Upper School	£729
DARY	
	£2,585
MISTRESS	
	£887
	£839

Science	£1058
Science	
Social Studies	£833
Mathematics	£756
Science	

DARY	\$828
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Science	\$867
Biology	\$468
Science	\$720
Business Studies	
Science	\$801
Science	\$887

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Early Education	£720
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Modern Languages	
Remedial Education	£1,182
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Business Studies	£318
Home Economics	£844
Further information can be obtained	
Education Officer, West Lothian	

Education Officer, East Lothian
County Buildings, Cornhill Street.

Education Officer, Edinburgh
0 Torphichen Street, Edinburgh

Education Officer, Midlothian
0 Torphichen Street, Edinburgh

Education Officer, East Lothian
9/81 High Street, Linlithgow.
e, 1978.

COLLEGES OF FURTHER EDUCATION continued

HAIRINGLY

Applications are invited for the post of Lecturer in the Department of Further Education. The successful candidate will be responsible for the development of a learning resources service to staff and supervision of the College Library. The person appointed will be expected to undertake some teaching duties according to qualifications.

Salary: £5,343-£8,729

Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

HERFORDSHIRE

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Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

TEACHER of SHORTHAND and TYPEWRITING

required for full-time appointment from September, 1978

Ability to teach Office Practice and/or Bookkeeping and some experience of teaching students whose first language is not English will be helpful. Long holidays. Salary negotiable.

Please apply to: The Principal, L.T.C. College of Secretarial and English Studies, 28/32 Oxford Street, London W1A 4DY. (Telephone 01-637 0681).

SOUTH EAST LONDON COLLEGE

Department of Hotel and Catering Studies

Lecturer 1 in Professional Cookery

(Ref. HCS 17)

The person appointed will be expected to teach professional cookery to craft students on full-time and part-time courses. The work of the Department includes the Ordinary National Diploma in Hotel and Catering Operations, City and Guilds 705 General Catering Certificate and 706 Cookery Certificate, T.O.S. (Cookery).

A new College Extension is under construction and the Department is expected to move into purpose-built premises later this year.

Relevant qualifications are essential, together with first-class professional experience. Teaching experience in Further Education is desirable.

Salary scales in accordance with the Burnham (F.E. Report). Lecturer 1: on an incremental scale within the range £2,482 to £4,377 (plus London allowance £351), starting point depending upon qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrator, S.E.L.C., London, W1A 4DY. It is essential to quote the reference number.

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HERFORDSHIRE COUNTY COUNCIL COLLEGE OF FURTHER EDUCATION

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Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

LANCASHIRE EDUCATION COMMITTEE

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Salary: £5,343-£8,729

Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

COUNTY OF NORTH YORKSHIRE

Scarborough Technical College

Required from 1st September, 1978, or as soon as possible afterwards.

a Senior Lecturer as Tutor-Learning Resources Officer

to be responsible for the development of a learning resources service to staff and supervision of the College Library. The person appointed will be expected to undertake some teaching duties according to qualifications.

Salary: £5,343-£8,729

Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

NORTH DEVON COLLEGE

Principal: G. F. Hird, J.P., M.A., M.B.M.

The College is the centre for post-16 education in the Bampton area, as well as having a more conventional full-time education responsibility for the whole of North Devon. It is the coming academic year it is likely that the College will have 900 full-time students, as well as a range of part-time courses.

Applications are invited for the following posts to date 1st September, 1978, or as soon as possible after this date.

Department of Business Studies

(i) Lecturer Grade 2 in Office Practice

to be responsible for the Office Practice room and the administration of courses in Office Studies. Applicants should be well qualified in all aspects of Office Practice and have relevant experience. The person appointed will also be required to assist in the teaching of Shortland and Typewriting.

Department of Engineering

(ii) Lecturer Grade 2 in Shipbuilding Studies and Fabrication

It is likely that the successful applicant will be required to take responsibility for the 217 Structural Fabrication Studies course. Also, the person appointed should be able to teach on the 218 Pipework and 248 Shipbuilding courses. The College is the regional centre for shipbuilding courses and structural fabrication, with well-equipped workshops.

Department of Food & Fashion

(iii) Senior Lecturer

In a Department which is expanding rapidly with 12 full-time groups in O.N.U. and General Catering, Hotel Reception, and Hairdressing planned for this coming year. The successful applicant will be required to act as deputy head of Department from time to time. Probably applicants should have 1st degree or equivalent qualification.

Department of Mathematics & Science

(iv) Lecturer Grade 2 or Lecturer Grade 1 in Patisserie

according to qualifications and experience, to be responsible for this aspect of the work of the Department. Applicants should have relevant practical experience and City & Guilds 706/2 Advanced (Practical Parts 1 & 2).

Department of Mathematics & Science

(v) Lecturer Grade 1 in Catering

to teach professional cookery and ancillary subjects. This post is particularly suitable for applicants with a background of work in first class hotels seeking a first appointment.

Department of Mathematics & Science

(vi) Lecturer Grade 1 in Food Science/Applied Science

to teach primarily in the Department of Food & Fashion. A successful applicant will be mainly involved with teaching Science to O.N.U., City and Guilds Catering, and Hospitality students. The ability to teach Chemistry, Biology and Food Science is also required. Applicants should possess a degree or equivalent qualification in Food Science/Technology or equivalent, and experience in the food and ancillary subjects would be an advantage.

Department of Mathematics & Science

(vii) Lecturer Grade 1 in Physics

who should have a degree and be able to teach in A.C.E. Advanced and Ordinary level to full-time students. The Department occupies accommodation completed within the last year, with excellent facilities.

For all posts, preference will be given to applicants who are teacher-trained and, where appropriate, have industrial or commercial experience.

Salaries are in accordance with the Burnham F.E. Report 1976: Senior Lecturer, £5,343-£8,729; Lecturer Grade 2, £3,981-£5,805; Lecturer Grade 1, £2,781-£4,888. Point of entry depends on qualifications and experience.

Letters of application should be sent to the Principal, Barnstaple, Devon.

DEVON

Music from the Schools Prom

The Times Educational Supplement has produced a long playing record album of the first ever Schools Prom. The album contains two records and is available now.

Featured on the album is music—recorded live during the performance at The Royal Albert Hall—by The High Wycombe Music Centre Concert Band, St Anne's Chamber Ensemble, Southampton, Elmwood Junior School Steel Band, Croydon, Woking County Grammar Schools for Girls Orchestra, The Tabor Recorder Consort, Chelmsford, Kingsdale School Dance Band, London, The Darlington Youth Big Band, The Colchester Accordian Orchestra, Itchen Sixth Form College Wind Quintet, Southampton, The Brighton Youth Orchestra, The Pro Corda String Orchestra, Weybridge and the Teesside Youth Orchestra.

The double record album is available only from The Times Educational Supplement at £3.75 which includes postage* and packing. To receive your album(s) please complete and send in the coupon below *Within the United Kingdom only

To Miss Shirley Green, Room 256, The Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8BZ.

Please send me Schools Prom record album(s) at £3.75 each. I enclose a cheque/postal order for £..... crossed and made payable to Times Newspapers Limited. (Block letters, please)

Name _____

Address _____

Please allow 28 days for delivery. Payment must accompany order. We regret we cannot invoice.

COLLEGES OF FURTHER EDUCATION continued

Applications are invited for the post of Lecturer in the Department of Further Education. The successful candidate will be responsible for the development of a learning resources service to staff and supervision of the College Library. The person appointed will be expected to undertake some teaching duties according to qualifications.

Salary: £5,343-£8,729

Application forms and further particulars from The Principal, Scarborough Technical College, Lady Eddis Drive, Scarborough.

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NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

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Area Manager

The Publishing Division of E. J. Arnold & Son Ltd. require an Area Manager for Northern Home Counties Area. The Arnold range of publications stretches from reading schemes for Primary Schools to Multimedia Language materials for examination candidates in Secondary Schools. The representative will call on schools and educational establishments, liaise with advisers, organise demonstrations and hold seminars at regional centres. Ideally, applicants should have a teaching qualification plus previous experience of selling educational publications. (A knowledge of modern languages would also be an advantage.)

Salary will be negotiable from £3,000 per annum plus a Company Car and contributory pension scheme. Telephone for an application form or submit applications in writing giving details of qualifications, experience and present salary to:

Mrs H. Potter,
Central Divisions Personnel Officer,

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UNILAB PHYSICIST

We are looking for a graduate teacher of physics with a keen interest in electronics who is seeking a challenging position with a respected manufacturer of modern physics equipment. The successful applicant will provide additional expertise to the young management team as to the requirements of his educationalist colleagues and liaise with the various committees, etc., presently engaged in reviewing courses and teaching methods. The applicant will exhibit the Company's products at the various regional ASE meetings and occasional overseas trips are envisaged as we are an active exporter with approximately one-third of our production being shipped overseas. Demonstrating equipment to schools, dealing with science teachers' difficulties, and the preparation of some 'advertisements' will be involved.

Applicants should be 25-40 years, have a good degree in Physics, good teaching experience, ASE membership and preferably a working knowledge of French and/or German. The position, based in Blackburn which has many excellent residential areas and is within easy reach of the splendours of the Lake District, Yorkshire Dales and Fylde Coast, carries a good salary, Company Car, contributory Pension Scheme and Job Satisfaction.

Application forms available from Managing Director (Ref. TES/PHY), UNILAB LTD, Church Road, Blackburn, BB1 9TA, to whom completed application forms should be returned under confidential cover by 25th May, 1976.

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We are a major Company in the financial and insurance services industry and are looking for intelligent go-ahead people to sell our tried and trusted range of saving and insurance plans. We have a broad-based client list in excess of 100,000 and would anticipate starting you off on your own existing group of clients while, obviously, expecting you to increase this on your own initiative. You will receive a sound initial training and an on-going training programme will ensure your continued professional development.

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or write to John Bird
at 21, Telford House,
Chorley, Lancashire, PR7 3JG

Canon Assurance

MISCELLANEOUS Appointments continued

BARNET

London Borough of Barnet
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
3. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
4. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, Barnet, 100, Church Street, Barnet, Herts. AL4 9JG.

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, Buckinghamshire, 100, Church Street, Buckingham, Bucks. MK18 2JG.

NEWHAM

London Borough of Newham
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, Newham, 100, Church Street, Newham, London. E16 2JG.

HERTFORDSHIRE

London Borough of Hertfordshire
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, Hertfordshire, 100, Church Street, Hertford, Herts. SG14 2JG.

INTERESTING OPPORTUNITY FOR TEACHERS

Young enthusiastic teachers are invited to apply for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, 100, Church Street, London. E16 2JG.

HOLIDAY POSTS

Applications are invited for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, 100, Church Street, London. E16 2JG.

OUTDOOR EDUCATION

Applications are invited for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, 100, Church Street, London. E16 2JG.

WYNDHAM

London Borough of Wyndham
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Further details and application forms may be obtained from the Director of Education, Wyndham, 100, Church Street, Wyndham, London. E16 2JG.

English as a Foreign Language

BARNET

London Borough of Barnet
TEACHING STAFF
Applications are invited from qualified teachers for the following posts:
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Further details and application forms may be obtained from the Director of Education, Wyndham, 100, Church Street, Wyndham, London. E16 2JG.

TASK FORCE

Working with Pensioners

In 13 London Boroughs through voluntary social services, education and pensioner groups has recently been established. This Unit will consist of four people with collective responsibility for supporting planning and evaluation of work in field centres. The individual responsibilities relate to Group Work, Information and Publicity, Voluntary Service and Education and Training. We are now looking for two new members of the team specialising in:

VOLUNTARY SOCIAL SERVICE
supporting field workers in maintaining existing work and volunteers and developing new approaches to working with the housebound elderly.

EDUCATION AND TRAINING
supporting work with community service groups in schools and pensioner education projects. This post also includes responsibility for coordinating training in the organization. Previous experience in related fields is essential. Relevant Salary: £4,000 per annum. Closing date: June 1, 1976. For further details and job descriptions, contact: June Adams, Task Force, Clifford House, Edith Villas, London, W14 8UG. Telephone: 01-602 1469.

Sharpness Centre, Sharpness Berkeley, Glos

Applications are invited for a post as

Assistant Teacher (Scale 2)

to commence 1st September, 1976. Sharpness Centre, a day school for 45 Birmingham school children on weekly residential courses. Activities include: Creative development, physical education, music, drama, art, and other recreational activities. The school is situated in a beautiful area of the Cotswolds. The successful candidate will be responsible for the day-to-day running of the school, including the supervision of the children, the preparation of lessons, and the marking of work. The salary is £4,000 per annum. Applications should be sent to the Director of Education, Sharpness Centre, 100, Church Street, Sharpness, Glos. GL58 2JG.

BIRMINGHAM

ROCHFORD DISTRICT COUNCIL

DEPARTMENT OF TECHNICAL SERVICES

SPORTS CENTRE

MANAGER

(A.P.5 £3,825-£4,095)

A new Sports Centre situated within Great Watling Road, Rochford, is due to open in October, 1976. The facilities at the Centre will include: Sports Hall, football pitches, cricket square, tennis courts and children's playground equipment area.

We require a Manager, male or female, with previous Sports Centre experience including coaching, who is able to set up the necessary organization, launch the Centre and manage it in a way that will enhance the Centre's recreational and social facilities. It is anticipated that the Manager will take up his duties in August, 1976. In approved cases financial assistance with lodging, disbursements and removal expenses is available.

Application forms are available from J. H. Johnson, C. Eng., M.I.Mun.E., A.M.D.I.M., Director of Technical Services, Council Offices, Rayleigh, Essex (telephone 0206 2262, Ext. 12) to whom forms must be returned by not later than 7th June, 1976.

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A large pool of selected specialist teachers with good references who have already been interviewed, enable us to help you with the recruitment of teachers for any part of the world.

Shortlists for interview by you or direct selection by us and appointment on your behalf can be arranged at short notice. May we suggest that you write to us for the selection of next year's replacements?

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CAMBRIDGE UNIVERSITY

Applications are invited from qualified teachers for the following posts:
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2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

LAUNCHINGS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

LONDON

Applications are invited from qualified teachers for the following posts:
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MORTGAGES

Applications are invited from qualified teachers for the following posts:
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FOR LOANS AND MORTGAGES

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HOUSE PURCHASE

Applications are invited from qualified teachers for the following posts:
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IMMEDIATE ADVANCES

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PERSONAL LOANS

Applications are invited from qualified teachers for the following posts:
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2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

RESIDENTIAL SUMMER COURSE IN MATHS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

POSTAL LOANS

Applications are invited from qualified teachers for the following posts:
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2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

SALARIED PERSONS POSTAL LOANS LTD.

Applications are invited from qualified teachers for the following posts:
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2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

100% MORTGAGES AVAILABLE FOR TEACHERS

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ALL ADVISE ON MORTGAGES

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BUILDING SOCIETY MORTGAGES

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Personal

Announcements

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

ATTENTION GROUP

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

EMIGRATE

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

ENDOWMENT MORTGAGES

Applications are invited from qualified teachers for the following posts:
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IMMEDIATE ADVANCES

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PERSONAL LOANS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

RESIDENTIAL SUMMER COURSE IN MATHS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

POSTAL LOANS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

SALARIED PERSONS POSTAL LOANS LTD.

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

100% MORTGAGES AVAILABLE FOR TEACHERS

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

ALL ADVISE ON MORTGAGES

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

BUILDING SOCIETY MORTGAGES

Applications are invited from qualified teachers for the following posts:
1. A full-time post in a primary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.
2. A full-time post in a secondary school, to be filled by a teacher with a minimum of 5 years' experience and a good knowledge of the English language.

Exhibitions

